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ABSTRACT

This report presents findings obtained from a survey of nine countries and states: Baden-Wurttemberg (Germany), North Rhine-Westphalia (Germany), Sweden, France, Scotland, California (United States of America), New York (United States of America), Quebec (Canada), and the Netherlands. The study focuses primarily on a comparison of the objectives and contents of the secondary (ages 12-16) physical education curriculum, obtained from official documents, as well as on the proportion of time alloted in each country. The descriptive and comparative framework used to analyze the data is based upon the premise that curricular decisions in general, and decisions which concern the objectives and educational contents in particular, are based largely on considerations colored by values. After identifying and defining five conceptual prototypes for organizing the physical education curriculum, the report classifies the approaches of the nine school systems being examined. In addition, general information about each system is provided: the structure of the school system, time available for movement education, whether the subject should be taught by specialists, whether coeducation is possible or prescribed by law, and whether there are clear guidelines for the evaluation of pupil achievements. The report concludes with a summary in diagram form that provides a quick overview of the nature of the subject concepts in the curriculum documents examined, followed by a bibliography containing 32 references. (IAH)

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Physical education as part of the core curriculum in secondary education

A restricted, comparative international survey

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for Curriculum Development
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1. Introduction

In the world of physical education in the Netherlands, the objectives and required contents of this subject have long been under discussion. After a lengthy period of limited involvement and interest, this debate flared up again in the 1980's under the influence of pressure from educational political circles which brought the subject back into full scrutiny. In more recent years, the debate has been given additional impetus by the publication in rapid succession of four reports, all of which were pretty much in agreement on the major theses. In order of publication, these reports were:

1. the WRR working paper on core curriculum with reference to physical education, by Westerhof and Loopstra (1985);
2. the ministerial advisory committee's final report "Sport and Physical Education" (1986) (ed. Crum);
3. the SLO memo "Movement education made-to-measure" (1989), written by Faber in the line of the VBaO publication "Physical education pamphlet";
4. the proposals for provisional terminal objectives for core curriculum in secondary education for the subject "physical education" (1989).

Since the appearance of these publications, the government has taken on board the recommendations made by the Scientific Council for Government Policy concerning the package of subjects on the core curriculum in secondary education. In line with this, a decision was also made to seek advice on provisional objectives in physical education, a subject which can hardly be said to receive meagre attention when viewed in terms of the hours it occupies on the time-table (incidentally, the government still persists in using the somewhat archaic Dutch term "lichamelijke oefening" - "physical exercise"). At the time of writing, we have passed this stage too, now that the proposals for objectives have been processed and reduced to a number of main aims (Commission for the Revision of Objectives, 1990). Whatever form the decision on terminal objectives or main goals will ultimately take, we can expect debate on the contents of the subject to occupy thoughts and minds in the years to come. This is probably very much due to the impression created that the outcome of the objectives debate could prove to be binding; also, that it could do much to put an end to the freedom and voluntary nature which have so far been characteristic of the way movement education is organised (see Note 1).

During recent years, the contents of the core curriculum have been a subject for discussion in many countries. From this, we may conclude that the Netherlands is not alone in reappraising the justification of physical education and, as an extension of this, in reappraising the aims and the contents. For the continuation of the debate in the Netherlands, it seems to be useful to examine developments in a number of other countries. For this reason, the SLO took the initiative to make a restricted, comparative international study. This study can indeed be called "restricted" for several reasons. Firstly, attention was to be focussed primarily on indications prevalent in other countries concerning the objectives and contents of physical education, as well as the proportion of time allocated. All kinds of other, curricular-related variables had no place in this examination. A second, important restriction lays in the fact that it was not possible to take into account the reality of practical implementation in school. The limited budget available meant that the researcher had to make do with a comparison of what is written on objectives and contents in

official documents. The number of countries involved in this study imposed a final restriction. The lack of funds available for the study did not allow the researcher to gather material on a large scale; information had to be used which was already available to the SLO and to the author more or less by chance.

Before turning to a discussion of the options current in other countries, in Section 2 I shall develop a framework for a realistic description and comparison of the objectives and contents for movement education for 12-15/16-year olds. Next, Section 3 will deal with curriculum documents from:

1. Baden-Württemberg;
2. North Rhine-Westphalia;
3. Sweden;
4. France;
5. Scotland;
6. California;
7. New York State;
8. Québec;
9. the Netherlands.

I shall proceed by setting the framework established in Section 2 against each state/country. Section 4 then contains a conclusion with summaries in the form of diagrams. The first diagram gives a clear overview of the subject-conceptual appraisal of the syllabi contained in Section 3. The second diagram contains information on the time allocated to movement education on time-tables in the countries under discussion. Finally, I shall devote my attention to an overall view of the question whether we can take reference points from other systems and apply them in future development work in the Netherlands. If this is possible, we also ask the question: from which countries can we learn?

[1] Various terms are current in the Netherlands for the designation of this school subject. Each of these terms reflects a certain subject ideology. The Dutch term which can be translated by "physical exercise" (a term which, amazingly enough, the government doggedly carries on using) indicates an understanding of the subject based on a biological foundation. The central idea here is the development and exercise of the body as a "thing" or an "instrument". The term "physical education" became established when, largely as a result of the reaction to the biological approach, concerted effort was made to justify the subject as an essential aspect of general education. This philosophy sees physical education as "general education with the body as the central point of reference". In this paper, preference is given to the term "movement education". The reason for this preference lies in the view that the subject must be considered and judged as one of many subjects on the timetable, and one which aims at learning from movement and about movement. For English or North American reader it is important to know, that the Dutch use of thet term "movement eduation" is in no way related to the conception of physical education which runs in English speaking countries under that term and which originally stems from the ideas of Laban.

2. In search of a descriptive and comparative framework

The daily work at school allows very little time to stand back and examine critically what is going on. Teachers must cope with the exigencies of the timetable; methods are clearly prescribed in the teacher's manual; the work has to be done. In this kind of situation, it is easy for the idea to take root that it is, quite naturally, that there is a school, and that in that school a subject xyz will be taught. Just as night follows day, so school and one's own subject are accepted as things that recur over and over again. This kind of idea is as understandable as it is dangerous. Dangerous, because school and subject xyz are in no way automatic, natural phenomena. In his "Sisiphos oder die Grenzen der Erziehung" (1925) Bernfeld was already suggesting that education and schooling should be considered as "social processes". He saw education and schooling as "the sum of society's reactions to the fact of human development". If we adopt Bernfeld's approach -and I recommend that we do- school and the curriculum it offers can be seen as a social response to the problem of the development of young people, in a certain social-cultural context. The social-cultural context and the perception and appraisal of this context are not fixed for all times and for all places. As a result, decisions on the contents of the curriculum vary from place to place.

Curricular decisions in general, and, in particular, decisions which concern the objectives and educational contents are largely based on considerations coloured by values. Such considerations concern:

a. children and their possible and desirable development;
b. (desired and/or expected developments in) the social-cultural context, and
c. the role of the school, together with considerations concerning the interrelationship of a., b., and c.

For any particular school subject, we can break down these considerations according to the dimensions of child and adolescent development relevant for that subject, and according to specific social-cultural aspects. With specific reference to movement education, the context outlined above can be represented in diagram form as follows (cf. Crum, 1980):

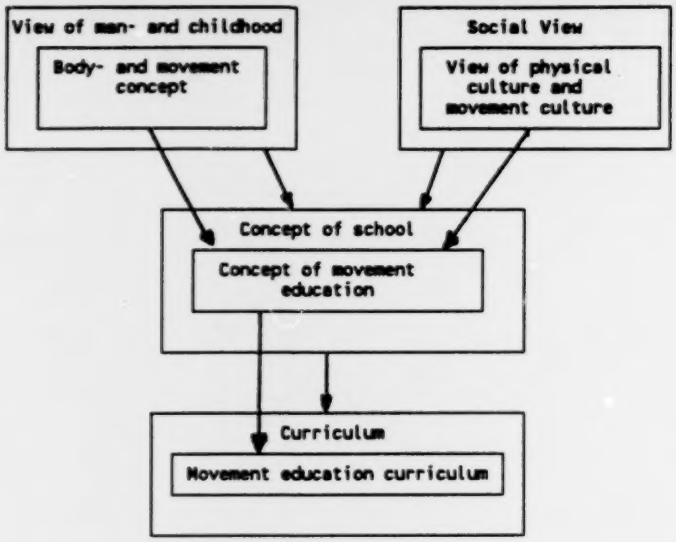

Figure 1. The relationship between curricular decisions and fundamental conceptions

Those who are concerned with education and the curriculum are not always in agreement on values. The fundamental concepts of the individual, society, and the role of the school are also the cause of divergent opinions. The above figure shows the consequences of these divergences. Widely differing points of view at a fundamental level lead to diversity in the concepts of school and subject. These conceptual differences are reflected in differing decisions concerning both school and subject curriculum.

Eisner and Vallance (1974) distinguish between five conflicting approaches to the curriculum. Depending on the predominating line of thought, they name these approaches as follows:

1. *Development of cognitive processes*
   Supporters of this line of thought opt in their approach for the construction of a curricular theory in the "View of man and childhood" block (see Figure 1). From this point of view, school takes on the primary task of enabling children to develop their intellectual potential. Here, the curriculum contains elements which strengthen "the muscles of the mind" in particular.

2. *Academic rationalism*
   Supporters of this line of thought choose as their approach the structure of academic subjects. The school's most important task is seen as introducing pupils to traditional academic disciplines. We should also point out here that not all academic subjects are considered to be of equal importance. It is taken as a basic premise that scientific knowledge in particular should form a part of every individual's intellectual repertoire. At first sight, it is less easy to localise the particular approach adopted by this philosophy in the figure above. In view of the fact that supporters do not take a clear view of man/childhood as their starting point, and neither a clear view of the social-cultural context, and that emphasis is placed on the classic canon of teaching material, there is something to be said for placing the approach of this line of thought in the "Concept of school" block (This should be understood here as a concept of the traditional discipline structure).

3. *Personal relevance*
   Here, the emphasis is placed fairly and squarely on the interests and potential of the individual. In this approach, it is not permissible for school (and curriculum) to have a prescriptive function. The essential thing here is to give the child the best opportunities for self-realisation. Here, there are many more important issues than just the cognitive domain. This line of thought takes the "view of man/childhood" block as its line of approach, subsequently described as holistic and optimistic.

4. *Social adaptation and social reconstruction*
   Here, the approach is taken via the "Social view" block. The basic idea is that primarily school ought to serve the interests of society. Two different options are possible from this starting point. Either the social status quo is considered acceptable and school is given the task of contributing towards maintaining this status quo, or social changes are considered urgently necessary and school is given the task of making pupils aware of social problems and of teaching them how something can be done to solve them.

5. *Curriculum as technology*
   This concept bypasses all kinds of fundamental considerations. The upper part of the figure is rejected, so to speak, and we enter the diagram directly via the bottom-most block. Curriculum planning is seen as a technical problem. Supporters of this approach have no wish to be bothered with the justification and formulation of objectives. Attention is focussed entirely on the implementation of objectives (in controllable terminal objectives), and on the design of effective methods.

In their ambitious and interesting book "The Curriculum Process in Physical Education", Jewett and Bain (1985) take the distinction made by Eisner and Vallance as one of their sources for classifying "curriculum orientations in terms of major emphasis, focus and implications for practice, as well as value positions" (24). In a consideration of value orientations deemed relevant for physical education curricula, Jewett and Bain make a distinction between five different orientations (for which the relationship to the Eisner-vallance distinction is, in most cases, very evident):
1. Disciplinary Mastery (cf. Academic rationalism).
2. Social Reconstruction (cf. the "social reconstruction" variant in "social orientation").
3. Learning Process (cf. Development of Cognitive Processes).
4. Self-Actualisation (cf. Personal Relevance).
5. Ecological Validity (Jewett/Bain, 1985, 25-29).

In the last option mentioned above, the starting point is formed by the individual as an integral part of the ecosphere. In actual fact, the value orientations from the "Self-realisation" option are combined with those from the "Social reconstruction" option. The idea that curricula should be future-oriented for both social and biological ecosystems is very much in the foreground.

Eisner and Vallance's classification model was devised primarily with so-called "cognitive" subjects in mind. This model does not fit perfectly for curriculum models which are in force for physical education/movement education. Jewett and Bain are well aware of this. They point out that a number of important curricular readjustments within the subject could not be attributed to fundamental changes in value orientation, but rather that they stemmed from changes in the definition of the subject matter (e.g. defined primarily as "gymnastics", or as "games and sport", or as "fitness").
For this reason, Jewett and Bain come to the conclusion that a consideration of three factors (together with the relative importance attributed to each of them) is decisive for the identification of movement education curricula. The decisive questions are:

"1. What is the value perspective toward personal or individual development, toward social-cultural goals, and toward subject matter content?
2. To what extent is any one of these three elements valued above the other two?"(Jewett & Bain, 1985, 33).

When next presenting a classification of physical education curricula, they do however fail to link their classification rigidly to these two key questions. As a result, we are given a fairly opportunist rehearsal of the curriculum options actually occurring in North America rather than a generally useful classification system for curriculum orientations as far as physical education is concerned. They distinguish between seven concrete options, namely (p. 45 seq.):

1. *Developmental education*
   This curriculum model is based on the subject ideology which is known in the USA as the "education-*through*-the-physical" approach. A very clear trend in the USA, this approach is comparable to what we, in western Europe, call the "bildungstheoretical" view. In this trend, physical education is seen primarily as a pedagogic activity which contributes to the overall development of the individual. Developmental physical education programmes traditionally embrace a wide range of gymnastics, games, sport, and dance activities, for which it is assumed that practising encourages the development of all kinds of human faculties.

2. *Humanistic physical education*
   This model is closely related to the previous one. Here, too, the starting point is formed by the idea that a wide range of movement activities is vitally important for the individual's personal development. However, whereas in the "Developmental Education" option experts first define the direction which development should take, it is the uniqueness of every pupil that is emphasised in the "humanistic" curriculum. In the humanistic physical education model, movement activity supports the development of personal identity. This direction is primarily represented in the USA by the work of Hellison (see e.g. Humanistic Physical Education; Prentice-Hall, Inc., Englewood Cliffs, N.J.: 1973).

3. *Fitness*
   As with the developmental and humanistic models, physical education is viewed in the fitness model as a means which can contribute to people's well-being. However, the contribution here is limited to the area of physical fitness. Not so long ago, the fitness view was thought of solely in terms of contents (physical exercise) which could be considered as having an immediate effect on the improvement of physical parameters. In the USA, this view was called the "education-*of*-the-physical" concept. In a more contemporary variant of this concept, curriculum contents aimed more at biological adaptation (of cardiovascular capacity, body composition, suppleness, and muscle power) are supplemented by a curriculum which aims at increasing knowledge, insight, and practical experience with regard to the relationships between physical effort (sport) and health.

4. *Movement education*
   Here, we are dealing with a view which is especially predominant in Anglo-Saxon countries which, because of the respect for the individuality of the pupil, is related to the traditional "education-through-the-physical" view. However, the difference lies in the view of the (function of the) subject contents. Whereas in the "education-through-the-physical" view the movement forms (taken from gymnastics, games, and dance) were gauged in terms of their (supposed) function for individual and social development, the emphasis here is placed on the fact that the focus of the subject is learning of human movement. The central idea is not education *through* movement, but learning *to* move. A system devised by Laban is then used for the analysis and description of human movement. Some of the central concepts in this view are: body, weight, space, time, quality of

movement, continuity, relationships between movements, etc. From these concepts, we can derive a curriculum of "movement grammar", if we may call it thus, which is based on 16 different movement topics. In the USA (and also in Great Britain), the "movement education" concept is particularly in vogue for physical education in primary schools.

5. *Kinesiological studies*
   In contrast to the preceding view, this approach is very much in favour with regard to curricula in secondary education. Supporters of this model define the contents of physical education as "a unique blend of performance skills and experiences in sport, exercise, dance and contests with that knowledge about performance which is derived from the disciplinary foundations of the field" (see Lawson & Placek, 1981: Physical Education in the Secondary Schools: Curricular Alternatives). The fundamental idea here is that if pupils are made familiar with principles derived from the theory of movement, they will be better able to solve problems encountered during sporting pursuits.

6. *Play education*
   The basic idea here is that the value of physical education does not lie so much in the (supposed) contribution to all manner of areas which overlap with movement -such as personal development and health- as in the intrinsic value of movement, games, and sport itself. Siedentop, an influential proponent of this alternative, emphasises that participation in "play culture" (a concept which in his view includes sport, dance, music, and drama) calls for knowledge and skill which must be gained in education. He sees physical education as "any process that increases a person's tendencies and abilities to play competitive and expressive motor activities" (1983, 253). In this option, curricular contents are chosen with a view to gaining competencies needed for taking part in games, sport, and dance in daily life.

7. *Personal meaning*
   This model is the embodiment of Jewett's own view of the subject. The essence of the model is the idea that an experience can only be educationally valuable if it is meaningful for the person concerned. The personal meaning approach suggests, then, that movement experiences can be both extrinsically and intrinsically meaningful. It is the task of physical education teachers to analyse potential sources of meaning which are latent in movement activities and to provide pupils with a wide range of meaningful experiences in a way which takes into account the aptitude of each individual experience to convey some kind of meaning. Individuals can take part in movement activities from widely differing perspectives of meaning, and for widely differing motives. Possible motives are: social contact, health and fitness, tension, aesthetic considerations, and catharsis. Jewett (c.s.) developed the "Purpose Process Curriculum Framework" (PPCF) as it is called. This framework sees movement education as "personalized, self-directed learning, using selected movement learning media to achieve individual human goals" (Jewett & Mullan, 1977, 4). The PPCF is based on the following basic considerations:
   "1. Persons are holistic beings, continuously in the process of becoming, who can intend what they will do and for what purpose.
   2. The creation and enhancement of meaning is the fundamental concern of education.
   3. The primary concern of physical education is the personal search for meaning by the individual moving in interaction with the environment.
   4. The basic goals of education are individual development, environmental coping, and social interaction.
   5. Process skills are essential learnings.
   6. Today's curriculum requires a future orientation.

7. Goal priorities, content selections, and sequence decisions are determined at the local level." (Jewett & Bain, 1985, 73, 74).

The contents of a "personal meaning" curriculum are structured in terms of the meaning which pupils themselves should be able to give to the contents. "Instruction is usually organized around specific purpose concepts, either by developing theme units (e.g. cardiorespiratory efficiency, object projection, movement appreciation) or by teaching sport or dance activity units with an emphasis upon particular purposes or goals (e.g. fitness, teamwork, cultural understanding)." (Jewett & Bain, 1985, 74).

The classification made by Jewett and Bain is strongly based on the North American status quo. Therefore this classification is not satisfactory for a comparative description in which also European curriculum alternatives must be taken into account. I shall therefore devise my own classification system which will enable a wider comparison. In doing so, I shall refer to the figure given above, and to the key questions presented by Jewett and Bain. I am not interested in constructing a detailed framework into which we can slot every existing proposal to meet (a part of) the needs of a movement education curriculum. Rather, I am concerned with a feasible distinction of the most frequently occurring movement education concepts and their curricular consequences.

We can make an initial distinction on the basis of the question: should we approach via the top left-hand side of the diagram (i.e. the "view of man/childhood"), or via the top right-hand side (i.e. the "Social view/View of movement culture"). In Jewett and Bain's terms, the question is to decide whether the personal development perspective is the dominant one, or the social-cultural goals perspective. On the left-hand side of the line thus drawn, I distinguish between three alternatives; on the right-hand side, there is one alternative. I also identify an alternative where a balance is strived for between both approaches.
The three alternatives resulting from entering the diagram and placing the emphasis on the left-hand side can be differentiated between by asking the questions: why and how does movement occupy a central position for human development? This leads me to distinguish between:

1. a *"Biologically oriented concept of physical exercise"*
   (Physical exercise with a view to the biological adaptation of organ systems; i.e. physical education as fitness training);
2. a *"Bildungstheoretical concept of physical education"*
   (Physical education in the service of the general development of the individual and of implicit social adjustment), and
3. a *"Personalist concept of movement education"*
   (Physical education as a contributory factor in individual motor development).

The alternative created by entering the diagram from the top right-hand side does admittedly take explicit account of considerations bearing on society in general and movement culture in particular. However, it is only concerned with adapting to the existing culture and allows no room for social criticism. That is why I have chosen the label *"Conformist concept of sport socialisation"* for this fourth alternative.
Finally, there is a fifth alternative, where striving for a balance between the individual approach and the social-cultural approach allows room for both cultural transfer (social adaptation) and cultural innovation (as social criticism). This alternative is therefore given the title *"Critical constructive concept of movement socialisation"*.
The prototypes can be elaborated as follows;

1. *Biologically oriented concept of physical exercise*
   This concept is closely related to the "fitness" alternative identified by Jewett and Bain. A relationship with one of the general curriculum orientations as, for example, identified by Eisner and Vallance, is less obvious. If, however, we bear in mind that we are not dealing with an academic subject, but with a primarily

physical subject, then we can -mutatis mutandis- point to some degree of relationship with the "Development of cognitive processes" alternative. Whereas this last alternative is concerned with strengthening "the muscles of the mind", the strengthening of actual muscles forms an important aspect in the biological concept of the subject.

The biological concept -often called "the education-*of*-the-physical" philosophy in the USA- has its origin in the system of Swedish gymnastics developed at the beginning of the nineteenth century by Per Henrik Ling. According to Ling, the aim of gymnastics was the development of the body using appropriately selected movements. Over the years, Swedish ideas have taken root both in the western European and in the North American schools of physical education. The original ideas have, of course, undergone certain changes. Under the influence of scientific and cultural developments (e.g. in the field of illness and diseases), the system of physical exercises has undergone continuous readjustments. However, the basic pattern of thought has remained recognisably the same.

The basis for this line of thought is formed by a specific concept of human corporality and by the accentuation of one of the functions which movement can have for human development. The human body is seen as an instrument, a "body-thing". Medical-biological disciplines have traditionally formed the theoretical framework of reference - a fact which still holds true today. These disciplines used to be characterised by physical and mechanical reductionism; today this is less the case. The supporters of this line of thought have traditionally seen all kinds of social threats to (the development of) a well-functioning "body instrument". One may think here of tuberculosis in former times, and of the diseases and conditions prevalent today in our modern, prosperous state - such as obesity, and coronary and vascular diseases. From this point of view, the development of a properly functioning body is seen as an important educational goal. So, much is made of the undisputable "biological adaptation function" of movement: organic systems in the human body develop in accordance with the load placed on them by physical exertion, by exertion through movement. If the human body is subjected to too little movement or to no movement at all, the movement apparatus and other organic systems remain underdeveloped, or a retrogression of development may even occur. Supporters of the biological concept of the subject jump directly from this undeniable fact to the justification for general objective indicators for the subject which then, on the basis of this view, can quite adequately be called "physical exercise".

In the curricula based on this biological concept, the following objectives are postulated:

- strengthening of muscles;
- increasing the cardiovascular capacity (improved endurance);
- improving flexibility.

The contents (in this connection, it is more appropriate to talk of "exercise material" rather than "teaching material") are defined and arranged in terms of parts of the movement apparatus and/or in terms of the effects which the exercise is intended to achieve. We think here of categories such as: exercises for the trunk, for the legs, for flexibility, for strengthening muscles, for normalisation, for posture, for balance, and for training aerobic endurance. The guidelines for method, found in connection with curricula of this type, indicate the importance of lessons with a high level of exertion. The attention of teachers is drawn to the importance of high-tempo exercise and frequent repetitions. The tasks recommended for pupils are more of the nature of training tasks (aimed at adapting the body-machine) than learning tasks (aimed at improving competencies). Standardised fitness tests are recommended for an evaluation of the end results of this kind of course.

Apart from all this, we should also consider the following point. In the discussion of Jewett and Bain's "fitness" alternative, I referred to the increasing tendency to develop curricular elements under the aspect of teaching pupils about the interrelationships between movement, sport, training, and health. The idea behind

this is that pupils can be enabled to involve themselves autonomously in physical execise as a means of maintaining and improving physical fitness. I would like to point out very clearly here that this trend is based on a concept of the subject which is quite different from the biological concept.

2. *Bildungstheoretical concept of physical education*
This concept -known in German-speaking countries as the "bildungstheoretisches Leibeserziehungskonzept" and in North America as "the education-*through*-the-physical philosophy"- is clearly related to the trends which Jewett and Bain call "developmental education" and "humanistic physical education". If we refer to Eisner and Vallance's distinction, we can group this concept together with the "personal relevance" or "self-realisation" orientation.
As in the biological concept, this approach is also based on functions which movement can have for human development, although different ones. We may think, for example, of the "explorative" and "communicative" functions of movement. The explorative function refers to the fact that young people, in particular, come into contact with the world around them through movement, and that through movement they explore this world, they learn to master it, and expand their knowledge of it. In this way, movement plays a part in the development of perception and cognition. Supporters of the bildungstheoretical concept of the subject refer to this aspect when justifying physical education in school on the strength of the importance it should have for cognitive development. The "communicative function" refers to the fact that children also exchange messages during movement and in games that involve movement, and that they practise social roles. Communication takes on a special tinge as soon as children start comparing themselves, and achievement motivation and competition appear on the scene. In this respect, games and sport are outstanding examples of areas which have an experimental function. Also, from the point of view that movement games play an important part in the social development of young children, supporters jump directly to a justification and setting of objectives for the subject. This makes the subject very much a servant of children's personal and social formation. The motto is not "learning to move", but "moving to learn"; movement activities are treated as educational tools.
In this alternative, physical education is seen as an integral part of the education of the individual. This "educationalisation" is based on the conviction that the classical repertoire of physical education in schools (and much of this is not taken directly from extracurricular sport) is rich in educational potential. Objectives are often formulated on an abstract level. Apart from training the posture and movement training, this alternative is concerned with aspects such as willpower, determination, concentration, self-confidence, a sense of personal value, communal awareness, and cognitive development.
Curricula which aim at the realisation of these goals are characterised by a free-and-easy nature in every case. Often they consist of little more than lists of types of gymnastics, exercises using apparatus, and games. This prompts the suggestion that the educational benefits intended will be achieved if the teacher manages by reasonable and enjoyable means to keep pupils busy with these activities.

3. *Personalist concept of movement education*
This concept is related to the "personal relevance" approach (Eisner and Vallance), also to the "movement education" alternative and to the "humanistic P.E." alternative (Jewett and Bain). The difference from the bildungstheoretical concept of physical education is that the justification for movement education is not derived from all kinds of values which have nothing directly to do with movement (i.e. subject-extraneous). Proponents of this concept build on the idea that movement and the ability to move are important in themselves for the development and existence of the individual. Hence, the subject has its essence in teaching and learning of movement as a personal way of being. The educational

objectives are formulated in terms of personal movement competencies. The concept of movement attached is therefore of decisive importance for the design of a curriculum. In this respect, there are notable differences between the movement education system mentioned above which is current in Anglo-Saxon countries, and the view of movement education as developed in the Netherlands by Gordijn (1958). Whereas in the former alternative, "movement" is considered as displacement of parts of the body in time and space and the subject matter is divided up on the basis of movement-grammar topics, the Gordijn school of thought adopts a relational movement concept (movement as an action, reaching out into movement in the world beckoning beyond the self), where the subject matter is organised according to possible assignations of meaning by the individual to movement-relevant aspects in the "world beyond".
Incidentally, we should also note here that Gordijn's ideas have since been developed in a less personalist way by the teaching staff at the CALO, the Christian Academy for Physical Education, in Zwolle. This further development -which, by the way, has no comparable variants in any other country (the personal meaning alternative by Jewett c.s. does not come under this heading either)- has without doubt influenced present-day thinking about the curriculum in the Netherlands. This influence has been all the more noticeable in so far as they have been able to free themselves from the idea of 'movement culture as an isolated domain' and from a mono-dimensional interpretation of the subject aimed solely at teaching concerning motoric-instrumental problems.

4. *Conformist concept of sport socialisation*
This view is related to what Eisner and Vallance call the "social adaptation" approach, termed by Jewett and Bain the "play education" alternative. In 1977 in West Germany, Kurz called this approach the "Didaktik der reduzierten Ansprüche"(didactic of reduced pretentions). Limitation of claims must be understood first and foremost as a rejection of stratospheric claims going beyond the bounds of the subject as made by the "bildungstheoretische" tendency.
Apart from being out of tune with the impractical idealism of the ideas contained in the bildungstheoretical approach, the conformist concept took shape following the impulse of two mutually catalystic developments. First of all, there was the development of the society-oriented theory of the curriculum for education in general: education and the school are there to maintain society. Secondly, there was the increasing power of organised sport as a social factor. This power extended to the sphere of the school. In some countries, this was as a result of representatives of sporting bodies being directly involved in the development of new curricula (e.g. in Germany). In other countries, the influence of this line of thought followed a less open and straightforward path, e.g. as a result of the personal involvement of teaching and coaching functions (USA), or as a result of the obvious preferences and inclinations of new P.E.teachers. Anyway, movement education in schools and school sport were becoming more and more closely aligned with the status quo in sport.
When we talk here of an alignment with the status quo in sport, we mean competitive sport which aims at comparing performance and which is organised and regulated differently for each type of sport. This orientation has led to movement education developing into sport education. In this respect, it is significant that the terms "Leibesübung" (physical exercise) and "Leibeserziehung" (physical education) were replaced in about 1970 in Germany by the now official term "Sportunterricht" (sport education).
The conformist concept of sport socialisation is characterised by a no-nonsense style. The emphasis is not so much on "socialisation through sport" as on "socialisation into sport". Sport education here assumes the objective of making pupils familiar with and imparting skills in techniques, tactics, and rules in common sports. "Es geht darum, Schüler in die Schule so zu trainieren und ihnen solche sportlichen Fertigkeiten zu vermitteln, daß die Wahrscheinlichkeit erhöht

wird, daß sie auch nach der Schulzeit und möglichst bis in ihr Alter weiter Sport treiben" (Kurz, 1977, 45).
In this concept of the common curriculum, the subject matter for each type of sport is organised and elaborated in courses for technical and tactical forms developed in competitive sports.

5. *Critical constructive concept of movement socialisation*
This concept fits with the social reconstruction approach described by Eisner and Vallance. In certain points, it is clearly related to the "ecological validity" and "personal meaning" alternatives described by Jewett and Bain. This concept shares common ground with the conformist concept of sport socialisation in that it is also derived from doubts about the practical value of the traditional justifications and objectives of the subject (such as "improvement of physical fitness", "contributions to personal development", and "social development of the individual"). Here once again, the question of the practical value of movement education forms the basis for the line of thought, albeit in a less prescriptive manner. Admittedly, emphasis is placed here, too, on the function of education to provide social skills. But the fundamental socialisation theory is quite different. The socialisation task of the school is not seen as cramming pupils, with a view to maintaining the status quo. Thinking is not based on a functionalist theory, but on a critical socialisation approach. Pupils should not merely be enabled to act as "role-takers", but as "role-makers" too. Whereas the basic intention remains the provision of social skills, there is at the same time a striving for a balance between preparing pupils to function within a social context and fostering the development of individual qualities. This is only possible if the social status quo is not seen as the most desirable by definition. Social skills are placed in this context in the field of interaction between adaptation and criticism.
Translation of this approach into practical subject-related terms leads first of all to a greater orientation towards the movement culture outside the frame of the school. Pupils should not only learn about ways in which competitive sport can add a meaningful dimension to their lives and about techniques, tactics, and rules; they should also learn about the various forms movement culture can take, which have arisen outside the framework of traditional competitive sport. Apart from -or even instead of- the achievement motive, other motives for participation occupy a dominant position within this context. We may think here of social contact, adventure, recreation, and health reasons. As a result, there is frequently much less technical and tactical rigidity, and much less strict adherence to a system of rules. This approach is also characterised by objectives involving multiple (or multi-dimensional) competencies in movement and action. In this concept, it is the task of movement education to enable pupils to participate in movement culture now and in their adult life, in changing contexts and roles, and for a variety of motives. We talk in this connection of the desirability of techno-motoric learning (i.e. learning from movement techniques and tactics), socio-motoric learning (i.e. learning to cope with and find solutions to social problems which specifically occur in game situations, sport, and dance), and cognitive-reflexive learning about training, playing, sport and dance. This last form is considered particularly necessary for teaching pupils to participate in the organisation and management of their own movement activities, and for teaching them to behave as critical "consumers" of the wide range of passive and active sporting pursuits available. In curricula devised on the basis of this approach, the subject matter is arranged in topic-related sequences of lessons. In these sequences, movement activities are made the subject of teaching and learning from widely differing perspectives (technical-tactical, socio-motoric, and more reflexive). Generally speaking, these kinds of curricula are characterised by a relative openness towards topics and methods.

On the basis of the above description of the five different conceptual prototypes, we can construct a grid for a comparative discussion of the contents of existing approaches. My grid (as yet without data) is as follows:

	Biol. p. exer.	Bildungs-theor. phys. ed.	Personal. movet. ed.	Conform. sp.soc.	Crit. construct. movmnt.soc.
B.-Württ.					
NRW					
Sweden					
France					
Scotland					
Calif.					
New York					
Québec					
NL (current pract.)					
WRR-WB 12					
Minist. comm.					
Move m-to-m					
Term. objects. proposals					

Figure 2. Grid for the comparison of the contents of movement education orientations

The author of this study would like to state emphatically and categorically at this point that he feels most at home with the ideas held in the critical-constructive concept of movement socialisation (for detailed reasons for this preference and a more detailed discussion of the concept, please refer to Crum & Donkers, 1989, pp. 26-47). He considers the claims of the biological and bildungstheoretical P.E. concepts to be unrealistic due to their unfeasibility. He does not support the personalist concept of movement education as it is too one-sided in its approach and consequently devotes too little attention to the practical social value of movement education. He rejects the conformist concept of sport socialisation, according to which socialisation in sport is limited to an introduction and adaptation to existing techniques, agreements, and rules. He bases this rejection on his opinion that the concept leaves too little room for the notion that the existing, in principle changeable, sport (movement) culture is not, per se, necessarily the most desirable. The following discussion will, undoubtedly, from time to time reflect the author's preference.

3. Comparison of curriculum contents

Before I turn my attention to a country-by-country/state-by-state discussion as I said I would do earlier, I would like to make some preliminary observations. First of all, I would like to point out that the distinctions are not so clear-cut in reality as the classification system I have advanced in Section 2 would suggest. The actual concepts of the subject and curricular manifestations in concrete goals and contents have pretty well always been characterised by compromises between the different parties concerned, and can therefore seldom -or at least never completely- be classified under one of the prototypes which we have identified. However, usually it is possible to determine whether a focal point has been chosen from one of the prototype approaches and to say just to what extent elements from one or more of the other prototype concepts is/are a contributory factor.
My second preliminary observation refers to the source material on which I base my following discussion. Although in every case I am dealing with official curriculum documents -i.e. documents which have been officially adopted by the government in question- the source material is nevertheless still fairly diverse in nature, both in status and in the scope of the corpus of information. Quite naturally, this diversity is reflected in the in-depth study and scope of the following sub-sections.

In the following, I shall first examine each separate state in the light of a number of general questions, such as:
- the structure of the school system;
- the time available for movement education;
- whether the subject should be taught by specialists;
- whether coeducation is possible/prescribed by law;
- whether there are clear guidelines for the evaluation of pupil achievements (this in connection with the discussion launched in the Netherlands on movement education as an examination subject).

I shall then examine each curriculum document in the light of the classification model developed in Section 2. I shall do this by means of the following questions:
- Which subject-conceptual views are most clearly revealed in the discussion which justifies the subject and which lays the foundations for it?
- How are the general subject-related objectives elaborated in goals on a more concrete level, and which concept of the subject can be identified in this concrete formulation of goals?
- What form does the description of global subject contents take, and what conceptual basis of the subject does this reveal?

3.1. Baden-Württemberg

My consideration is based on official curricula as published in 1984 by the "Ministerium für Kultus und Sport Baden-Württemberg" for Hauptschule, Realschule, and Gymnasium. There are no comprehensive schools in Baden-Württemberg. Secondary education is divided into different categories, and there is no mention at the moment of a core curriculum which would be valid for all pupils from 12-15 years. As "Hauptschule" ends in the ninth school year, I shall confine my discussion to the curricula in years 7, 8, and 9 in the three types of school mentioned above.

Examination of these curricula shows that justification, description of objectives, and contents are all somewhat the same for movement education (or "Sport", as it is called in Baden-Württemberg) in each of the three types of school. The contents only differ in the emphasis placed on relationship between "Theorie und Praxis" (between practising sport on the one hand, and gaining knowledge and learning to think about sport on the other). This element is present in the "Gymnasium"; not, however, in the other two types of schools. In this connection, it is important to point out that pupils in "Gymnasium" do have the option of choosing "Sport" in the final two years (12 and 13) as a "Leistungsfach" (main subject that is examinated), in which the basic course is expanded on from both the theoretical and practical angles.
There is also a difference between the three school types with regard to the number of hours allocated. For grades 7, 8, and 9 in "Gymnasium", this amounts to 90 hours per year. Grades 7 and 8 in "Realschule" receive 90 hours per year, and grade 9 in "Realschule" is allocated 82.5 hours. Grades 7 and 8 in "Hauptschule" are allocated 90 hours per year, and grade 9 receives 75 hours. The rationale behind these differences is as follows: grade 9 is the last year in the "Hauptschule". In "Realschule", grade 9 is followed by grade 10, and in "Gymnasium" grade 9 is followed by another four years. In each of the years mentioned, "Sport" is taught by specialised teaching staff. In the following discussion, past agreements on contents need therefore no longer be differentiated for the various school types named.

In the first section of the three curricular documents, "Sport" as a subject is placed within the general educational function of the school. Phrases taken from the bildungstheoretical concept of movement education are primarily responsible for this effect. We find sentences such as: "School sport (Note: This is being used more and more in Germany as a common term for what we, in the Netherlands, call "movement education" and "school sport") forms an integral part of the all-round development and education of young people. The specific task of the subject is to develop the talents and skills of young people by means of various movement and physical experiences, to awaken the desire to take part in sporting activity, and to stimulate a life-long interest in sport", and "Regular participation in sport encourages the development of posture, attitudes and habits, such as the willingness to engage in physical exertion and to sustain this exertion, expectations of success, self-discipline, self-confidence, as well as a sense of responsibility, willingness to help, and fairness. All these have a positive influence on the ways in which one leads one's life". However, we also find statements which are derived from the biological concept of the subject: "The subject should provide movement impulses which are essential for physical development and should contribute to the maintenance of good health and well-being" (cf. Min.f.Kultus und Sport baden-Württemberg, 1984, 374).

The formulation of intermediary objectives, however, points more in the direction of a conformist view of sport socialisation:
"To sum up, school sport has the following objectives:
- learning how to play sports and how to be able to participate in sports;
- gaining direct experiences through movement, games, and sport;
- gaining knowledge;
- the development of posture, attitudes, and habits" (o.c. 374).

The conformist orientation becomes more evident in the description of the contents. This is subdivided into a "Kernbereich" (core section) and "Ergänzungsbereich" (additional section). Two-thirds of the time available is reserved for the contents of the core section. These contents are described in detail. (These two-thirds amount, then, to 60 hours per school year). The core section is composed of "individual sport subjects", such as apparatus gymnastics, gymnastics/dance (the latter for girls only), athletics and swimming, and team sports. Team sports include basketball, soccer (for boys only), handball, and volleyball. There are no prescribed elements for the additional section; instead, it can be designed to meet varying needs and possibilities. It can be used to widen pupils' sporting horizons, to provide a more in-depth examination of the core section, to fill in gaps, and to introduce new sports.

The biological view of the subject and the conformist orientation towards familiar competitive sports are underlined by the following indications: "Apart from learning new skills, the pupil should regularly be given the opportunity to practise and to deepen what he or she has learned, as well as to apply this new skill and knowledge in competitions and tournaments. Due attention is paid to physical performance factors in the relevant curriculum contents under the term "physical fitness". Apart from the fact that attention should be paid to the development and improvement of the performance factors contained in the "Indications" column (strength, stamina, etc) together with combinations of these factors, schools should also aim to stimulate the development of factors not explicitly mentioned" (o.c. 376).
There can be no doubt that in the elaboration of the objectives we are dealing here with the teaching of techniques, tactics, and rules common in competitive sport, and with the improvement of physical fitness. The single-minded orientation towards traditional competitive sport and the inherently dominant performance motive is also very clearly evident from the stipulation that "Sport" must be taught to boys and girls in segregation.
In order to give a representative impression of the contents of the curriculum document, I reproduce below the general objectives of the apparatus gymnastics component for grades 7 and 8, as well as one example (horizontal bar for boys) of the contents (with instructions) for each piece of apparatus, and the general contents (independent of the type of apparatus). I shall then do the same for basketball (for boys and girls).

Grades 7 and 8 - Apparatus gymnastics
Pupils now learn skills with a higher degree of difficulty. Combinations of exercises are practised and expanded on. The use of differentiated tasks means that weaker pupils are also able to experience a sense of achievement; in addition, all pupils are stimulated to improve their own performance.

The practice on apparatus and on apparatus combinations also serves to maintain and train physical fitness and coordination. Experiences gained in pair-work and in small groups together with the aspects of help and support are examined in greater depth and are elaborated on.

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Contents	Indications
Boys	
Horizontal bar Backward turn from support Vault off at end	 Also with 1/2 turn Forward turn 1/2 vault and jump-off at end; preparation for larger turns
Turns in hanging position with bar at jump-on height Bar at jump-on height	On one or more pieces of apparatus, also as preparation for school sport competitions such as "Bundesjugendspiele" as preparation for "Turndiploma".
Combinations of exercises	
Use of gym apparatus and	
Fitness	Maintenance of flexibility, general increase in strength, linked to improvement of coordination

(cf. Minist. f. Kultus u. Sport, 1984, 390/391)

Grades 7 and 8 - Basketball
By improving and extending their technical ability, by increasing the size of teams, and by introducing additional rules, pupils learn more and more about basketball in competitive form. They improve their own skills and their team tactical abilities. They learn the meaning that fairness and cooperation have when playing together. As far as physical fitness is concerned, their stamina and jumping ability in particular are trained. They learn the importance of practising and training for the improvement of their performance. Pupils gain their first experiences in organising and conducting competitions.

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Contents	Indications
Consolidation of techniques and tactical skills already acquired	
Shooting, blocking shots	Also in 5 against 5 situations
Technique Overhead pass	
Accurate throwing with one hand from a standing position	Using optical, acoustic and other aids
Starting with a lay-up shot	Forms of practice and competition for lay-up after pass and from dribble (1-1, 2-1 competitions etc.)
Pivoting	
Tactics	
Simple feints (with and without ball)	Playing around obstacles, slalom dribbling around partner, throw-in from baseline 1-1 Feint and lay-up
Training in defence	Legwork, interception, blocking, area defence
Introduction of zone defence	
Rules Running (the two-steps rule) Pivoting	
Fitness	Stamina (intensive forms of play), jumping ability (lay-up mini-competitions)

(cf. Minist. f. Kultus u. Sport, 1984, 396/397)

Baden-Württemberg's "Sport-Lehrpläne" do not contain terminal objectives, neither do they make any stipulations concerning the testing of pupils' progress.

All in all, we may arrive at the following conclusions:
- In so far as it is concerned with a justification of the subject on the school time-table and with setting general objectives, this document exudes the spirit of both a bildungstheoretical and a biological concept of the subject;
- However, the choice and organisation of the contents show a clear orientation towards the conformist concept of sport socialisation, mixed with elements of biological thought.

3.2. North Rhine-Westphalia

I shall base my discussion of this German state on the "Richtlinien und Lehrpläne für den Sport in den Schulen im Lande Nordrhein-Westfalen". We are dealing here with an extremely wide-reaching and impressive piece of work (in five parts, comprising more than 1,100 pages), which, after the five-year development process, played a decisive role since 1981 in the organisation of movement education in North Rhine-Westphalia (NRW). One detects a certain amount of pride when the Kultusministerium responsible for the document introduces the plan as follows: "With its 'Richtlinien und Lehrpläne Sport', North Rhine-Westphalia becomes the first German state to produce a mature plan for the teaching of sport in all types of schools and at all levels", (KM-NRW 1980, 193).

As well as the various differentiated types of school (Hauptschule, Realschule, Gymnasium), NRW also has "Gesamtschulen" (comprehensive schools). The state's guidelines ("Richtlinien Sport") are not, however, drawn up with reference to school type, but to "Schulstufe", or "school level". The curriculum designed for "Sekundarstufe I" (which in NRW begins in grade 5) thus applies for grades 5 to 10 in Realschule, Gymnasium (grammar school) and Gesamtschule. In each of these types of school "Sport" is taught by specialised teaching staff. Whereas the teaching of "Sport" is coeducational at primary school, at "Sekundarstufe I" it is left to the individual school to opt for or against coeducational sport education, depending on its own views and limiting conditions.

Three teaching periods a week are available for the implementation of the curriculum prescribed for each of the years mentioned. The four types of school only differ in so far as it is possible to increase the amount of time devoted to "Sport" on the timetable and to emphasise certain aspects . These possibilities do not exist in the first phase in grammar schools for the simple reason that this type of school has a second phase (the "Oberstufe" - grades 11-13). This phase provides ample opportunity for pupils to widen and intensify their experiences of "Sport", with the option of taking it as a "Leistungsfach" (i.e. examination subject). In Hauptschule, Realschule, and Gesamtschule (comprehensive school), there are in fact opportunities for pupils to gain wider and more in-depth experience. In these types of schools, pupils can devote extra time to "Sport" if they take it as an optional subject.

The five sections of the "Richtlinien Sport" deal with the following areas:

1. general questions, such as the educational philosophical basis, structure of curricular and extra-curricular school sport, general instructions for curricula implementation, and specific instructions for different types of school,
2. prescribed contents,
3. contents from which a choice is compulsory,
4. other possible contents, sport in special education and special school gymnastics, and
5. sport (as a "Leistungsfach") in the "Oberstufe" of grammar school.

For my own purposes, I shall concentrate on the first three sections.

In order to obtain a reasonable impression of the educational justification for "Sport" as a school subject, I will begin with two fairly lengthy quotes. "The multiplicity of sport has made it into an important area of social and cultural reality. Those who participate in sport can enrich their lives in various ways; for example, sport can improve health and well-being; it can provide an interaction with the environment and experiences with their own bodies which people might not otherwise enjoy; the sense of achievement can induce a feeling of self-affirmation and consolidate social contacts. The situations encountered in sport make various requirements of physical fitness and movement-related skills by dint of their varying structures. They demand specific knowledge, strategies, and patterns of social behaviour" (Section 1, 7).

This quotation reveals a very broad-based view of sport. The point of reference is not merely competitive sport but also movement activities, which are chosen from a perspective which is quite different from that of a comparison of performance. "Sport" is here synonymous with "movement culture" (a term used in the Netherlands).

The curriculum document then proceeds to give a prescriptive analysis of the function of sport education. "The views which play a determining role for the goals of teaching and education in schools change rapidly and are frequently disputed. Widely divergent opinions and ideas also exist with regard to the specific subjects in which "sport" in schools manifests itself. Apart from views where the teaching of sport is seen primarily as an informed introduction to special areas of and subjects under the general heading of "sport", other views also exist based mainly on high expectations of the general contribution which sport can make towards the development of the personality. These "Richtlinien und Lehrpläne" occupy a position on middle ground. They stem from the idea that sport provides a spectrum of educationally relevant possibilities and that it is important to utilise these possibilities within the school context by making a good choice of contents, and by means of appropriate organisation and methods. At the same time, this points to the need for creating interdisciplinary links between school sport and other subjects. We must, without doubt, take exception to the view that sport as a school subject should mainly be used to achieve all kinds of goals which have specifically little to do with sport. The fundamental idea is that school sport makes a valuable -and, for many pupils, vital- educational contribution if, in some areas of the subject, it helps to teach pupils to act in such a way that their lives are enriched as a result. To describe this general goal we may use the term "action-competence in sport" (Section 1, 8).

These words are clear. The choice is not made in favour of an out and out socialisation concept in the existing sport disciplines, nor in favour of exaggerated "bildungstheoretische" claims regarding development of personality. Instead of these extreme positions, the document takes a middle-ground stance. The main line of argument is in the direction of a critical-constructive concept of movement socialisation.
Nine functions of sport within a school context are then presented. The intention here is to provide a framework that will help in realising the general goal of "Handlungsfähigkeit im Sport" (action-competetence in sport) as far as contents, organisation, and method are concerned. As this framework provides a good insight into the conceptual basis of the NRW curriculum, it is reproduced here in some detail. The nine functions are as follows:

1. *Preventative training and healthy lifestyle*
   In school sport (this term is used, unlike in the Netherlands, both for time-tabled lessons and non-compulsory sports activities), the good health of all pupils should be encouraged by regular training. This applies especially to pupils whose cardiovascular system and/or movement apparatus function(s) less well than the norm. Elements of knowledge, insights and habits related to participation in sport and which can contribute to a healthy lifestyle should be taught.

2. *Material and body-related experiences through movement*
   In school sport, all pupils should encounter a varied range of material and body-related experiences. Of particular importance here are those experiences to which pupils are less exposed in their life outside school.

3. *Performance in sport and self-confidence*
   In school sport, all pupils should be given opportunities to reach a level of achievement in line with their own individual abilities. They should also be given opportunities to improve their levels of achievement. The opportunities should take a wide range of forms. However, "Sport" should also contribute to pupils' understanding of the criteria used in sport by which "achievement" is judged. It should also enable pupils to learn how to change criteria as the situation demands.

4. *Proficiency in games and awareness of rules*
   School sport should develop in all pupils the ability to participate in an appropriate manner in games of varying complexity which are governed by rules. It should also contribute to the development of pupils' awareness of rules, an awareness that is based on the idea that all pupils should be able to participate in the game.

5. *Autonomous organisation of movement situations*
   In school sport, pupils should learn to control the organisational requirements for and the actual running of sport both during practice and in competitive situations.

6. *Variation of the forms of sport and movement*
   In school sport, pupils should learn how to change the requirements and rules for sport and movement forms so that they are more able to realise their expectations according to the situation.

7. *Compensation and free time in school*
   School sport should contribute towards a use of the time pupils spend in their school environment, which is both meaningful and appropriate to their age.

8. *Relation to the sporting activities of peers*
   School sport should be related to forms of sport and movement which children and adolescents can practise outside school. In this context, sport should not only prepare them for participation in sport, it should also help to modify and supplement their experiences.

9. *Relation to sport as practised by adults*
   School sport should be related to forms of sport that are popular with adults. To this end, pupils should gain experiences, be provided with criteria for judgement, and acquire skills, bearing in mind that otherwise it is hardly possible to learn these forms of sport in adult life.

These general statements on movement education and school sport also suggest that the authors opt for a position that is close to the critical-constructive concept of movement socialisation. It is abundantly clear that Dietrich Kurz (cf. his "Elemente des Schulsports", 1977) has played a large part in formulating the basic precepts for a "Sport" curriculum in NRW.
However, the concrete elaboration of the curriculum deviates sharply from the basic theory. This elaboration aims first and foremost at a grouping together and selection of sport domains and sport types. The term "sport domain" is used to emphasise that we are dealing here with a broader interpretation of contents than that of related competition-oriented types of sport. A distinction is made between:
a. compulsory sport domains;
b. a compulsory sport domain within which a choice is possible from a number of sport type alternatives, and
c. additional sport domain and sport type options.

Category a. contains:
1. athletics;
2. gymnastics;
3. dance, and
4. swimming.

Category b. refers to the domain of the sprting games (5).
Bearing in mind differences concerning the basic idea of the game and concerning movement techniques, this domain is subdivided into three sub-categories, each of which offers a fixed area from which a choice can be made. These three sub-categories are:
5a. ball games where the ball is returned by an opponent or an opposing team - such as badminton, tennis, table-tennis, and volleyball;
5b. games where the ball is thrown - such as basketball or handball, and

5c. ball games where the aim is to score goals - such as football and hockey.
Last of all, the category of additional sports contains:
6. combat/defence sports (fencing/judo), and
7. aquatics (canoeing and rowing).
This enabled the development of a basic corpus of 16 curricula oriented towards different sport types.
Each of these curricula relevant for a particular sport type is made up of a number of topic-based teaching units which can be built on to each other. Each teaching unit lasts approximately 15 teaching periods, so that on the basis of three periods a week it is possible to cover seven units in the school year. The number of compulsory units decreases from "Primärstufe" to "Sekundarstufe II". For grades 7 and 8 ("Sekundarstufe I"), the school must compile its curriculum by choosing two units from compulsory sport domains, one and a half units from the "games" domain, with three and a half units given over to a completely free choice. In grade 9, there is a slightly greater freedom of choice.
The contents of each teaching unit is circumscribed by the following categories:
1. movement techniques;
2. tactics (this category functions with particular reference to games);
3. physical fitness;
4. organisation, and
5. knowledge, a category which may refer to the preceding four categories.
In addition, the description of contents for each unit contains instructions for the evaluation of results. As part of this, emphasis is placed on a "Fundamentum", as it is called (i.e. a compulsory, examinable, terminal objective), by setting it within a framework. By way of example, I now include the description of two units that apply to the age relevant for this study.

"Athletics - Grades 7 and 8 - Unit VI
This unit should aim at systematically improving the skills already acquired. This must take into account the fact that from time to time development-related problems can occur in the area of motor learning (e.g. unfavourable changes in the weight/strength ratio). Nevertheless, the teaching of coordinative skills by a varied range of movement activities constitutes a major emphasis. A multifaceted education remains the guiding principle, as a multifaceted, differentiated range of movement activities makes a solid contribution towards minimising differences in achievement which become more and more evident. In doing so, the same attention should be devoted to learning a new technique as, say, to improving performance in the hundred metres. There is a place for the comparison of performance in standardised forms of competitive sport in this age group; but pupils should also be given the opportunity to take part in "informal" competitions where the rules are agreed on during the lesson (e.g. putting the shot in weight classes, comparison of performance for triple jump, throwing balls into targeted holes, high-jump in relation to pupils' height).
As far as teaching technique is concerned, we see an increase in the range of goal-oriented forms of practising where technical elements are emphasised. Movement instructions should relate more clearly to the flow of movements in a technique, and relevant knowledge must be linked systematically to this. Criteria for the level of practice and competition forms can be of help in deciding on appropriate emphases in practising. As far as the distribution of prescribed subject matter over the two years is concerned, stress can be placed as in Unit V. In doing so, we must take into account the evaluation criteria stated specifically for Years 7 and 8 ("Fundamentum").
Particular attention should now be paid to improving physical fitness, something which should be done on a broad basis. An inadequate level of physical fitness is often the reason for failure. Pupils should be helped to realise these interdependencies, and above all else to learn just what can be done to correct apparent inadequacies, or whether it is possible to compensate for the different physical requirements made by the various disciplines.

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Sprint/Hurdles
- Hurdling with emphasis on the following elements of sprinting technique: lifting the knees, arm movements, stretching the leg used for take-off, correct lowering of foot to make ground contact
- Hurdling of moderate intensity
- Running on the ball of the foot with little raising of the knees, and a high frequency of steps
- Coordination running, e.g. by emphasising the use of the heel thus leading to a continuous increase in length of stride while maintaining the same frequency
- Squat start
- 75 m or 100 m sprint
- Relay, also with legal hand-over
- Hurdling up to 80 m over a maximum of eight obstacles or hurdles (paying particular attention to the technique of the stride over the hurdle, the approach to the first hurdle or obstacle)
- Hurdling over several hurdles

Middle and long-distance running
- Longer running activities with varying speeds, if possible as open field event
- Middle-distance and long-distance running as a track events, e.g. 800 m for girls; 2,000 m for boys

Jumping
- Running jumps paying special attention to use of feet and length of stride
- High-jumping and long-jumping - 3, 5, and 7-step rhythm
- Various jumps
- Long-jump: running and hanging technique with differentiated tasks for the different phases, e.g. take-off, preparing for landing and landing, control sprints to make sure of run-up
- Long-jump from board
- High-jump; flop or straddle with differentiated tasks (run-up, take-off)

Throwing/putting
- Curled shot with lacrosse puck
- Throwing straight ahead with various pieces of apparatus (e.g. javelin), also using three-step rhythm
- Putting the shot: from standing position (back in putting position), with glide-up (first over short distance)

Knowledge:
Effects of certain types of exercise and their value for a certain discipline

Function of run-up for conversion of speed into height/distance

Function of certain movement characteristics for a particular type of practising or competition, e.g. stretching the take-off leg

Frequently occurring mistakes and their consequences, e.g. insufficient bending of the trailing leg outwards in hurdling

Significance of some important competition stipulations for the way in which a certain discipline is performed

Tactics

Setting the pace in middle-distance and long-distance running, adapting to the competition situation (slowing down the pace, stepping up the pace by taking the lead)

Knowledge:
Effect of using tactics (e.g. sudden acceleration) on the competition

Physical fitness

Exercises for improvement of physical fitness
Circuit training is very useful - in particular, as it offers many ways in which physical stress can be varied. Stamina training must be organised with as much variation as possible; varying levels of ability must be taken into account

Knowledge:
Exercises and types of exercises specially designed for the improvement of strength, stamina, and suppleness

Principles for circuit training

Relationship between physical fitness and certain disciplines or phases within certain disciplines, e.g. stretching power of leg muscles - acceleration

Organisation

Application of basic principles decisive for conduct during training or competition, e.g. helping fellow team members/fellow opponents, keeping warm during exercises

Safety measures in putting and throwing competitions

Knowledge:
Ways of working together/helping in training and competition situations, e.g. observing run-up and take-off in long-jump

Ways of optimising practice facilities

Ways of doing athletics outside the teaching situation, e.g. during school trips (e.g. orientation run using simple sketches)

Evaluating achievements (grade 7)

75 m or 100 m sprint
Longer distances (15 minutes and longer)
Long-jump from take-off zone, or from board
Throwing ball (200 g) long distance

Hurdling: Stretching take-off leg, correct use of turning leg, upper-leg at right-angle

Putting from standing position: Basic position (back in putting position, turning body at hips and pelvis), putting movement (stretching, turning, and putting)
Throwing ball: Throwing with run-up, clear follow-through of arm, throwing from above shoulder height

Gaining DLV award for running, award for bi-athlon, tri-athlon, etc., school sport award

Evaluating achievements (grade 8)

Determining running, throwing/putting and jumping results
Hurdles (up to 80 m over obstacles or hurdles)
Continuous running (15 minutes or longer) or track running (minimum of 800 m)
High-jump (flop or straddle)
Throwing lacrosse puck or putting the shot

Putting the shot: Smooth glide-up into putting position, correct integrated flow of movements leading up to the put, degree of stretching involved in the put, control of putting arm
Free choice of shot weight used!

Track running: Keeping to previously agreed lap times
Hurdles: Low position over the hurdles, quick descent of leg after the hurdle
Adapting height of hurdles and distance between hurdles to individual characteristics (height, basic speed)

Gaining DLV award for running, bi-athlon/tri-athlon, etc. award, school sport award" (NRW: Richtlinien Sport, Vol. II, 21-24).

Volleyball - grades 7 and 8 - Unit V

Mini-volleyball
This unit contains the game of mini-volleyball. The elements "smash" and "block" are not contained in this unit in accordance with the level of ability attained. This unit is characterised by a gradual shift from playing alongside each other to playing against each other (2:2, 3:3), thus creating an obvious link with playing in competition and non-competition situations, and an awareness of rules. Apart from the consolidation of the technical skills introduced in Unit IV, new techniques are also introduced (sideways pass with both underarms in motion, under-hand serve), together with the rules essential for mini-volleyball. From now on, a normal volleyball is used in play. After completing this unit, pupils should be able to play mini-volleyball outside the school situation without the help of a teacher.

Technical skills

Over-hand pass (using two hands)
- passing forward while on the move (forwards, backwards, and sideways)

Under-arm pass
- using both arms while on the move (forwards, backwards, sideways)
- using both arms to receive serve

Serving
- under-hand serve
  (The over-hand pass, the pass using the forearms, and serving should be practised in various combinations)

Knowledge:
Importance of quick positioning for the quality of passing

Tactics

Collective tactics
- developing play using a distributor, and in attack using the open space around opponents

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- field defence in a 3:3 game

Individual tactics
- looking carefully at the serving player and the path of the ball
- playing the ball up - not too low, and not too close to the net

Knowledge:
Application of various techniques, according to the situation

Physical fitness

Types of exercise and games for improvement of concentration, e.g. rotation, after every pass, to the other side (in a 3:3 game)
Types of exercise for improvement of speed combined with passing techniques, e.g. over-hand pass in groups of three running after the ball
Types of exercise and games for improvement of jumping ability, e.g. over-hand pass to partner followed by jump on the turn

Organisation

Playing a game in accordance with rules
Changing the conditions of the game, e.g. number of players, field of play
Building up and breaking down a mini-volley field under guidance of a teacher

Knowledge:
Rules of mini-volleyball

Ways of playing mini-volleyball with varying conditions (different number of players, varying height of net, changing size of court)

Evaluating achievements

3:3 game Under-arm pass over a cord (50 cm above maximum stretch) with partner receiving the ball

Playing a 3:3 game following rules

Identifying important movement characteristics of under-arm pass and under-hand serve

Under-hand serve over a cord (50 cm above maximum stretch, partner receives ball under-hand)" (NRW: Richtlinien Sport, Vol. III, 86-88).

These two examples are typical of the character of the teaching units in general. The discrepancy between the spirit of the "nine tasks of school sport" on the one hand and the contents of the teaching units on the other is very obvious.
First of all, it is noticeable just how much the units are fixed on techniques common in competitive sports. In so far as these kinds of units contribute towards the acquisition of "ability to perform in sport", an ability to perform technically and tactically is at issue here in accordance with the official standards and rules of competitive sport. The contents of the categories "Organisation" and "Knowledge" are also significant. The contents aim much more at the teaching of technique and tactics suited to the competition situation than at making pupils familiar with alternatives for an organisation of movement situations along competitive sport-oriented lines.

My final judgement on NRW's sport curriculum is:
- although the basic pedagogic and didactic chapters make a promising start towards a critical-constructive concept of movement socialisation, the ways in which the contents are elaborated show a disappointing relapse to a conformist concept of sport socialisation, with here and there traces of the biological concept.

3.3. Sweden

The data for this section are taken from two limited scope publications in English of the "Swedish National Board of Education"; both published in 1988. The first brochure entitled " Physical Education in Swedish Schools - a health oriented subject", deals with the place of physical education in schools, the general aims of the subject, and a number of organisational questions. The second publication "Lgr 80 SPORT" gives an overview of the contents prescribed for physical education in the "compulsory school" in Sweden. "Lgr 80" is the designation used for the new Swedish curriculum which came into force in the 1982/1983 academic year.
In Sweden, school is compulsory for nine years. In these nine years, all pupils between the ages of 7 and 16 attend a standard school, the "compulsory school". This is made up of three separate levels: the junior level for pupils aged 7-9, the intermediate level for the ages 10-12, and the senior level for pupils aged 13-15. After completing compulsory school, the vast majority of pupils transfer to the upper secondary school.
In the first stage of compulsory school, two hours of physical education are given per week. In the second and third stages, this increases to three hours per week. Physical education is taught in the first two stages either by subject specialists or by group teachers. At senior level (and in upper secondary school), the responsibility of physical education lessons is exclusively the domain of specialist teachers. The teaching of physical education is done in mixed sex classes.

Bearing in mind the nature of old-style Swedish gymnastics -this old-style was, we must remember, the cradle for the biological concept of physical education- the title of the curriculum brochure ("Physical Education in Swedish Schools - a health-oriented subject") might easily make us think that we are still dealing here with the biological concept. When we read what the brochure has to say, we soon see that this is a mistake.
The introduction explicitly rejects the old Swedish concept of gymnastics. It states: "Physical education as taught today is a descendent of the school gymnastics of previous generations. In one form or another, this subject has been included in Swedish school time-tables for over 100 years. Whereas to begin with it was closely associated with collective exercise anbd static training, physical education has developed to include increasingly inidvidualised, free forms of movement and modern sports. The personal development of the pupils is today the guiding consideration in PE teaching, and the syllabi indicate that physical education in schools is to have a distinct health-related profile. (...) Upper secondary school exists to prepare students both for further education and for gainful employment. Most students today opt for vocational lines (i.e. study programmes), in which roughly 80% of time input is dedicated to theoretical and practical studies relating to a particular occupational field. Physical education has herefore come to put additional emphasis on ergonomics, i.e. preventive physical training to match the exigencies of working life. Foundations of an ergonomically correct scheme of movement have to be laid early. Right from the first grade of compulsory school, therefore, physical education is aimed at developing the pupils' sense of movement and bodily awareness, as well as their interest in "continuous physical training". (Swedish National Board of Education, 1988a, 2). From this quote, we can already see that the health orientation emphasis should not be interpreted in the sense of the training of the body as an object, but that the important thing here is that education should aim at providing knowledge and practical experiences which are relevant for the pupils in connection with the

maintenance of their health. That physical education should take the form of health education and not of exercising the body as a substrate is emphasised once again in the following extract. "Preservation or improvement of the health of all members of the community is an overriding individual and public concern. The task of the school in this connection is above all to work on a preventive basis for the sake of the pupils' physical, mental and social health. Physical education is the only school subject explicitly concerned with the pupils' physical development and health. Physical education is aimed at conveying a holistic view of the individual. In the technological society of today, people need to know how to prevent injury hazards and injuries and also how to build and conserve their health" (SNBE, 1988a, 5).
Physical education is defined in the Swedish curriculum as a teaching-learning activity. This occurs first of all by placing the subject in the framework of the general objectives of the school as an institute of teaching. The Swedish education law has this to say about it: "The aims of public instructions of children and young persons is to equip them with knowledge and develop their skills, and also, acting in cooperation with their homes, to promote their development into balanced individuals and competent, responsible members of the community" (SNBE, 1988a, 4). In an extension of this generally formulated function of the school, Lgr 80 specifies the following objectives for physical education as a subject: "The instruction must contribute towards the pupils' physical, mental and social development and must be aimed at creating understanding for and a lasting interest in regular physical exercise as a means of health and well being. It must give all pupils an opportunity of satisfying their need for movement and of experiencing the joy of movement, recreation and a sense of community. It must be organized in such a way that pupils with various disabilities can also participate.
Through the instruction the pupils are to get to know the basic forms of movement and acquire a functional manner of movement. They are to be given an opportunity of experiencing rhythm, of expressing feelings and moods in movement and of developing their self-reliance and creative capacity.
The pupils must acquire a knowledge of how to look after their body and health, of the way in which the human body functions at work and in rest, about disabilities of various kinds and about correct working postures and working movements.
The pupils must try many different types of sport. In the senior grades they should be given an opportunity of developing their proficiency in the activities which particularly interest them, and they should be encouraged to plan their own physical training.
By taking part in the planning, conduct and evaluation of work, the pupils are to acquire a knowledge of open air life and an understanding of the ecological balance, and they are to learn to consume responsibility for the natural environment and to make proper use of it for purposers of recreation and open air life.
The pupils are to be informed about and introduced to the sports and open-air movement in society and their local community. They are to be made to understand the values and traditions of their civilizations regarding physical activity, and they are to learn to regard sports as an international cultural factor. they are to discuss goals, norms and resources for sporting activities, and they are to be encouraged to take active measures on behalf of sports and preventive health care at school, at home and in the community at large" (SNBE, 1988b, 1/2).

This statement of aims shows that the Swedish National Board of Education is aiming at movement education which has a practical value for daily life outside and after school. It contains elements which refer to a personalist concept of movement education. However, an overall line of thought dominates that is very much akin to the critical-constructive socialisation concept of movement.

The two documents are too restricted to give decisive information as to whether the approach to be found in the statement of goals is adhered to in the practical application of the contents. Our sources are able to give but summary indications of the contents of the physical education curriculum. However, a sentence contained in

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the document "Physical Education in Swedish Schools" gives us reason to assume that there is no other practical application available than that which is available in the English version of "Lgr 80 Sport". This sentence is: "The full compulsory school PE curriculum is published by the Swedish National Board of Education in a separate paper entitled 'Lgr 80 Sport'". If this assumption is correct, we may conclude that the Swedish curriculum certainly does not offer a topic-based implementation of education contents, and thus provides teachers with virtually no support at all.

The contents of "Lgr 80 Sport" are divided into three headings (the document talks of "teaching items"). Every item is then divided into a series of sub-items. Schools have a great deal of lee-way in the choice of educational contents; however, pupils must be introduced to all of the teaching items during the course of the school education. A distinction is made between the following teaching items:

1. gymnastics;
2. dance;
3. swimming and life-saving;
4. health/hygiene/ergonomics;
5. athletics;
6. ball games and other games;
7. skiing;
8. skating, safety on ice, and life-saving;
9. orientation and outdoor activities.

As an example, I shall now summarise the sub-items of a few teaching items such as are to be found in the document in English mentioned above, and which apply to senior level (13-15 years) in compulsory school.

"Gymnastics:
Movements and movement assignments to music. Analysis of movements.

An increased repertoir of movements in free exercises and with apparatus.

Gradual introduction of optional exercises, e.g. jazz gymnastics, fitness gymnastics or apparatus gymnastics, according to personal preference and the facilities available, and on the basis of joint planning.

Health, hygiene and ergonomics
Enlargement of the questions covered at intermediate level (e.g. cardiac activity and respiration during work and rest, health status and training, injury prevention, work postures and working movements).

Fitness measurement.

The commonest wear injuries and their causes.

Liquid requirements in connection with physical activity.

The resources and organization of the voluntary sports movement, cooperation with sporting activities for the disabled. Efforts by the community and the individual on behalf of sports and health care.

Ball games and other games
Exercises to develop technique, tactics and teamplay.

Team games such as bandy, basketball, football, handball, ice hockey and rinkbandy, in small groups as well as full scale.

Training of referees and linesmen.

Net games such as badminton, table tennis, tennis and volleybal.

Depending on local conditions, the pupils can gradually opt for ball games individually or in groups" (SVBE, 1988b, 2-4).
These practical guidelines contain little evidence of the basic choices that are made at a higher level of abstraction. It is easy to assume that those who compiled the curriculum did not consider it feasible to display inventiveness or originality at the level of concrete thematic practical realisation. This leaves a great deal up to the competence, sense of originality, and inventiveness of the teaching staff in the school. Of course, it could also be that the compilers made a conscious choice to hedge their bets, a suspicion aroused by the following passage: "The curriculum lays down guidelines for teaching at the various age levels. Each teacher has extensive liberty, within the framework defined by the goals and main teaching items, to plan PE teaching in accordance wth the pupils' needs and preferences and according to local and geographical circumstances " (SNBE, 1988a, 9). The curriculum contains very little on evaluation. The compilers content themselves with saying that in compliance with the general rule, marks will not be awarded until grades 8 and 9. In this case, marks will range from "1" to "5", with "1" being the lowest mark. Efforts should also be made to ensure that the national average is "3". Marks should be based on the teacher's appraisal of achievements as well as the pupil's approach to work and interest shown.

In summarising, we may make the following conclusions for the Swedish physical education curriculum:
- It is founded on basic considerations in which, apart from elements from the personalist concept, predominantly lines of thought derived from the critical-constructive concept of movement socialisation come to the front;
- Great emphasis is placed on learning of and about movement with a view to the healthy organisation of personal and social life;
- The practical implementation is anything but detailed and helpful. One draws too heavily on the abilities of the teacher to organise the lessons in accordance with the fundamental precepts chosen at national level.

3.4. France

There are no categorial school types in the first phase of secondary education in France. Between approximately their eleventh and fifteenth year, all pupils are taught in the "premier cycle" of a "Collège d'Enseignement Secondaire". This first cycle of secondary education covers four classes. These are as follows: la classe de sixième (for 11-year olds), la classe de cinqième (for 12-year olds), la classe de quatrième (13-year olds), and la classe de troisième (14-year olds). This first cycle is followed by a second which has two classes; this cycle is concluded by a final examination (the "baccalauréat"). Physical education is a compulsory part of this final examination. Emphasis is placed in this subject on both motor abilities and theoretical knowledge.
In all grades in the first cycle, physical education is allocated 3 hours per week and is taught by a subject specialist. As a rule, classes are mixed as far as sex of the pupils is concerned. If local conditions or the content of the material to be taught make coeducation undesirable, this rule can be waived.
In 1987, new curricula were introduced for the first cycle of secondary education. The "Ministère de l'Education Nationale" issued a publication for each of the four grades. This publication gave explanations concerning "the nature and aim of the subject", "regulations", and "contents of the programme" for each of the compulsory subjects. A supplement was also included which covered methods and media and also planning and evaluation. The following discussion is based on the chapters on "Education Physique et Sportive" from the above-mentioned publication.

The discussion of the nature and aim of "éducation physique et sportive" is -more or less obviously- identical in each of the four curriculum books. As the curriculum document for physical education is continued in one volume along with the curriculum for other subjects, the arrangement lends itself to a superficial comparison. What is noticeable is that the section on the nature and aim of physical education is longer than for any other subject. It would appear that the French need many words to justify the inclusion of physical education on the school timetable. As far as the contents are concerned, what is most noticeable is the copious way in which the compilers of the document bring out arguments from both the biological and the bildungstheoretical concept of physical education in their efforts to underline the importance of the subject. This can be illustrated by an extensive (translated) quote:

"In our society, physical and sporting activities are practised on a widespread basis. They take on many forms and serve many different goals: physical exercise, competition, relaxation, self-expression, communication, etc. Physical and sport education at school level integrates these practices with a view to improving pupils' abilities and to teach specific skills. Regular exercise develops the physical capacity of pupils, which is individual in nature. By gaining knowledge and developing a wide range of skills, physical and sport education enables every pupil to change their practices in a positive sense and to pursue them in a more informed way. As a school subject, physical and sport education also contributes towards the development of the pupil's personality.

The first goal of physical and sport education is the development of the pupil's ability to move. On this basis, it stimulates and develops

a. individual potential in the sphere of motoric conditions: speed, strength, endurance, coordination, balance, flexibility, etc.;
b. the power of perception, which in turn enables the selection and use of information required for specific action;
c. practical knowledge, and
d. control of emotional reactions with reference to the physical and social environment.

In physical and sport education, skills are developed which can be usefully applied in various activities, in sport, place of work, and leisure time. The pupil is taught to appraise opportunities encountered, and to judge the effect of his or her actions. The pupil is also taught how to make progress when faced with new tasks. As a result of acquiring skills in the field of physical and sport activity, the pupil is enabled to become aware of his or her physical potentials. Physical and sport education is one way of gaining self-knowledge. It stimulates the power of self-expression and creativity.

Physical and sport education thus contributes to the development of the individual, to his or her equilibrium, to an improvement in health, and is thus able to provide every individual with the optimum conditions for success. It places emphasis on the point of activity and on a social approach. It develops willingness to exert oneself physically and encourages a sense of responsibility, whether alone or in cooperation with others. It fosters the desire for self-improvement and the spirit of competitiveness. It thus has a simultaneous individual and collective value.

Physical and sport education thus enables the pupil to feel more at ease in his or her social, cultural, and professional surroundings" (Ministère de l'Education Nationale, 1987a, 313).

Such a pretentious beginning arouses our curiosity with regard to the curriculum contents. Are the contents and the ways in which the contents are thematized transparently related to the varied and, quite often, high-flown aims? It could hardly be any other way: what follows is pretty disappointing.

First of all, the following passage from the regulations section is important: "Physical and sport education does not coincide with the physical activities suggested and organised. Apart from their intrinsic meaning, these activities aim at improving physical fitness, which can also be achieved directly through specific activities, such

as the strengthening of muscles, exercises to increase flexibility, training of the aerobic capacity, and so on" (Ministère de l'Education Nationale, 1987a, 313). This shows the great extent to which biological considerations are the guiding factor.

For all four grades in the first cycle in secondary education, the activities which can take place in physical education lessons must be chosen from the following sections:
- outdoors activities (e.g. skiing, horse riding, and canoeing);
- physical and sport activities involving competition between two participants (e.g. wrestling, judo, tennis, and fencing);
- apparatus gymnastics and rhythmic gymnastics;
- dance and expression through movement;
- team sports (e.g. soccer, handball, basketball, rugby, and volleyball);
- athletics;
- swimming (official competition strokes), life-saving, and synchronised swimming.

For this general division of activities, a minimum of twelve lessons must be planned for any particular section of activities if pupils are to make sufficient progress. Every pupil is expected to have made obvious progress in at least four different activities at the end of the first cycle.
In a following step, the sections described above are elaborated on to some extent. This further development takes place in a system whereby classes 6 and 5 and grades 4 and 3 merge. Development for grades 6 and 5 is preceded by the indication that pupils of this age have no difficulties with motor learning and that this motoric learning can be assisted by giving pupils simple, concrete movement tasks, and by teaching them how to evaluate their own progress. This stage also indicates that, in connection with pupils' growth, the teacher would do well to choose exercises of low intensity and long duration rather than high intensity and short duration. During this phase, the emphasis is placed on the refinement of movement. Games are also considered to be important because of their social potential (something which would seem to indicate the bildungstheoretical educational approach involved here, as seemed to be the case in the basic foundations).
As an example of this, the further development (in translation) is described as follows for three activity sections in the curriculum.

"2. *Team sports*
Practising elementary basketball, handball, soccer, rugby, volleyball, etc. is linked to learning the most important rules and grasping technical elements.
Understanding the rules and appropriate principles of action of any team sport; cooperation with a view to competing with others.
Organising the game.
Simple tactical elements.
Learning individual techniques.

4. *Apparatus gymnastics, rhythmic gymnastics*
Movements and the idea of space.
Postures of the body in space, and rotating; supporting and hanging.
Simple combinations.
Introduction to balance exercises on various bases.
Familiarisation with apparatus, learning to use equipment.
Sense of rhythm in movement.

6. *Athletics*
The teacher should take care to ensure a suitable balance between running, jumping, and throwing.
Practising running, jumping, and throwing in the light of movement experience and factors affecting their execution.
Turning while walking and running.
Support and balance.
Rhythms and variations while running.

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Impulses and reactions.
Understanding exertion (duration and timed repetition)"
(Ministère de l'Education Nationale, 1987a, 314/315).

The programme indications for education in grades 4 and 3 are organised along the same lines. Here, the humble elaboration given in the activity sections are preceded by instructions which aim at drawing the teacher's attention to the following data:

1. This age group can be placed under greater physical stress,
2. Self-image and the search for self-affirmation play an important role at this age,
3. Major changes occur in external appearance and in pupils' experience of their own physicality,
4. Motoric learning is a less smooth pursuit; clumsiness occurs.

Once again as an example, details of the practical development of two sections as they appear in the curriculum for classes 4 and 3 now follow (in translation):

"2. *Team sports*
Perfecting skills practised during the preceding years.
More precise orientation towards officially regulated forms of sport combined with individual and collective techniques.
Introduction to more detailed forms of play.

4. *Apparatus gymnastics, rhythmic gymnastics*
Composition and execution of various combinations.
Learning to appreciate level of potential and execution on basis of applied 'codes de pointage'.
Improved mastery of safety measures, provision of help, and activities executed"
(Ministère de l'Education Nationale, 1987c, 324).

In proportion to the attention paid to the contents, this curriculum devotes a noticeably great deal of attention to evaluation. In a supplementary curriculum document, the Ministry (1988) devotes an entire three pages to guidelines for the evaluation of teaching in grades 4 and 3. The teacher is bound to make an explicit evaluation of pupils' behaviour and achievements. Evaluation must focus on:

1. movement behaviour;
2. theoretical knowledge, and
3. pupils' willingness to become involved and exert themselves and their progress.

These aspects should be judged both separately and in conjunction with each other. A number of judgement criteria are offered for each of the three aspects. From the outset, teachers should determine levels of qualification (maximum of six per activity) and let pupils know about these, so that concrete and objective judgement is possible. In the relatively detailed elaboration of the evaluation guidelines, there is a noticeable anticipation that physical education in the second cycle of secondary education has the status of an examination subject.

In conclusion, we may say the following about the French curriculum for physical education in the first cycle of secondary education:

- The basic considerations betray an extremely traditional approach. Elements from the biological and the bildungstheoretical concept of the subject are mixed together to give an apparently sound justification and foundation. The recital of goals and any possible effects is extremely pretentious.
- The elaboration into detailed contents contains nothing more than a limited rehearsal of the movement activities to be offered, with occasional emphasis on the result desired. Now and then, a conformist approach to rule-governed competitive sport is visible. Throughout, one gains the impression that providing the movement activities named is in itself sufficient guarantee for achieving the desired effects. There is no mention of an overview of the topics contained set in proportion to stated goals. In anticipation of the status of examination subject which physical education has in the second cycle of secondary education, there is

a relatively large number of guidelines and regulations for an objective product evaluation.

3.5. Scotland

Initially, it was my intention to include the situation in England in this comparison. However, as a result of discussions with English colleagues, it became clear that it would be more productive to take a look at Scotland rather than England, since in Scotland the process of developing a new PE curriculum is more in progress.
The school system in Scotland is not divided into separate categories. After attending primary school, all pupils attend secondary education in a comprehensive school. The first phase of this school (comprehensive for 12-16-year olds) comprises four grades (S1-S4), and ends with the "Standard Grade Examination". After this examination, pupils attend a fifth grade which can be ended with a higher examination which gives them access to higher education. If they wish, pupils can also attend the sixth grade which prepares them for direct entry into working life.
Traditionally, physical education has always been a compulsory subject in secondary education in Scotland, with two periods a week devoted to it. It was -and still is- taught by subject specialists. Until a short time ago, there was no prescribed curriculum in Scotland for physical education. P.E. teachers had total freedom. In more recent years, changes have occurred. The direct reason for this lies in the fact that physical education can now be chosen as one of the subjects in the Standard Grade Examination. This subject has been examinable as from 1990. This brought about the consequence -or rather condition- that an integrated curriculum of objectives, contents, and evaluation criteria had to be developed. Since 1988, such a curriculum has been in existence - the "Standard Grade Arrangements in Physical Education". This document determines the curriculum for grades S3 and S4. There is as yet no curriculum available for the first two years in secondary school, which means that there is a continuation of the freedom enjoyed by the individual teacher/school.
The creation of a clearly determined curriculum for the third and fourth grades in secondary education was not the only consequence of the upgrading of physical education to a subject examinable in the Standard Grade Examination. Another consequence is that physical education has developed from a compulsory subject for all pupils in classes S3 and S4 to an optional subject. In addition, the fact that all standard grade courses in physical education are conceived in principle as co-educational courses, leads to the situation where the already present trend towards increasing co-education is becoming more and more widespread.
The sources for the following discussion are:

1. the document "Standard Grade Arrangements in Physical Education" (Scottish Examination Board [SEB], 1988a), and
2. the document "Standard Grade Physical Education - Foundation, General and Credit Levels In and After 1990" (SEB, 1988b).

The curriculum document for Scotland opens with a rationale which forms the basis for subsequent discussion and explanation. Firstly, it is made very clear that it is a misconception to think that physical education is synonymous with physical activity. "Certainly, physical education, as it is defined in school curricula, involves many and varied physical activities but does so in such a way that they become the contexts for learning and not ends in themselves" (SEB, 1988a, 4). So learning becomes the focal point, and precisely what learning involves is stated in general terms as follows: "Pupils will gain far more than mastery of a number of practical skills, however complex they may be. All of the activities in which they engage will contribute in some way to an improvement of physical condition; some of them will provide entry into the social and cultural life of the community. In addition pupils will acquire, through first hand experience, a knowledge of these activities, their own ability in them, and some of the principle involved. The understanding of concepts and

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principles thus gained will then be directed towards an evaluation of their own and other pupils' performance. During the course, pupils will be afforded the opportunity of exploring, rehearsing and adopting a variety of social roles in the physical domain through competition and cooperation, by striving and sharing, as individuals and with others. On occasion, the moral dimensions with regard to rules and codes will be an important feature calling on pupils to exercise self-discipline, adjust attitudes, make decisions and accept the decisions of others" (SEB, 1988a, 4).
This extensive quote shows that the starting point is a concept of physical education as a teaching-learning activity. So in this subject, learning in the domain and about the domain of corporality and movement forms a central point. This starting point does not take as its reference the concept of physical education as a subject aimed explicitly at improvement of physical fitness, or as an educational practice which derives its importance from all kinds of educational effects which go beyond the domain of corporality and movement.
The following general objective is formulated on the basis of this view: "The main aim of the course is to enable pupils to improve their performance in a range of physical activities and through critical and imaginative practice come to know and understand the principles involved and how they are applied in physical education" (SEB, 1988a, 5). This formulation also emphasises that the central concern is learning of and about movement. What is noticeable is that no reference is made to a reference point which lies outside physical education itself (e.g. movement culture or sport). These initial text extracts make it difficult to say for the time being whether there is a closer relationship to the personalist concept of movement education, to the conformist concept of sport socialisation, or to the critical-constructive concept of movement socialisation.

The general objective is then divided into four specific goals:
1. "to improve their physical performance" (cf. the term, used in discussions in the Netherlands, 'techno-motoric learning'); the paragraph then goes on to say that this goal is pursued "by developing the abilities underlying those skills which are fundamental to physical activities and by practising and refining techniques";
2. "to know and understand the principles involved" (cf. 'cognitive-reflexive learning'); this goal is pursued "by participating in a range of practical activities individually and with others in ways which make various demands on them";
3. "to identify and distinguish different abilities" (cf. 'socio-motoric learning', although the two are not completely the same); this goal is pursued "by evaluating their own performance and that of others");
4. "to enhance their affective development" (cf. 'affective learning'); this goal is pursued "by sharing their ideas, communicating their various decisions and coming to terms with their responses to various types of challenge" (SEB, 1988a, 5).

The SEB document pays great attention to the structure and content of the two-year course which is aimed at achieving the above-mentioned goals. The total amount of time allotted to the standard grade certificate physical education course is 160 hours (spread over two years). The components form the building blocks for the course. Every school has the freedom to compile a course from within the framework mapped out in the curriculum document by choosing from a centrally developed pool of components.
A "component" is defined as a "portion of the course within which a group of learning experiences is provided for pupils in the context of one or more physical activities" (SEB, 1988a, 11). Each component is designed to provide pupils with suitable "learning experiences" under the aspect of (one or more) specific objectives, with the ultimate aim that desirable "learning outcomes" are achieved. So the course content is aimed at "learning goals", "learning experiences", and "results of learning".

The SEB gives the following list of desirable learning experiences:

" - practising and refining actions;
- devising and creating movements;
- receiving directed learning;
- engaging in practical investigation;
- solving problems;
- observing and reporting on skills and techniques;
- analysing human movement;
- assessing self and peers;
- meeting challenges;
- adopting different roles;
- cooperating with partner or group;
- competing with partner or group" (SEB, 1988a, 6).

On the basis of these learning experiences, the pupils are intended to achieve the following learning results, at different levels:
" - perform skills;
- applies skills in content;
- demonstrate knowledge and understanding of facts and principles;
- apply facts and principles to appropriate contexts;
- observe and describe actions;
- suggest appropriate ways to improve performance;
- make and accept decisions;
- accept responsibilities" (SEB, 1988a, 6).

The course content has four aspects which, in turn, can have different emphases for each component. These aspects are: practical performance, knowledge and understanding, evaluation, and affective development. However, the last aspect does not play a part in the examination. As far as the aspect of practical performance is concerned, the SEB points out that pupils' physical fitness (strength, stamina, flexibility, etc.) influences the ease with which the desired performance is achieved. The following distinctions are made for this aspect:
a. basic movement patterns (e.g. running, jumping, throwing);
b. discrete physical skills (e.g. volleyball smash, basketball dribble), and
c. applied skills in context (e.g. utilising a discrete skill in an actual game situation).
For the aspect of knowledge and understanding, the SEB cautions against identifying it with the theory of movement in the academic sense. Rather, it is concerned with knowledge and understanding which can be acquired through pupils' active participation and which are also directly relevant to their actions. The SEB makes a further definition by pointing out the difference between knowledge and understanding as related to the body, skills, and activities. The curriculum document lists a series of items in order to clarify each of these areas of knowledge. The items differ in so far as they concern specific points for the consideration of the teacher, and questions to be asked by the pupils.
It is now clear having reached this stage that the reference point for learning is practical application in life outside school rather than the development of the individual's way of moving. The list of items for knowledge and understanding, in particular, shows that a great deal of thought is not paid to knowledge and understanding in the critical- constructive sense. Attention is directed most of all to knowledge and understanding in the affirmative sense; knowledge and understanding which enable the pupil to participate better in existing conventions and structures. The idea that movement culture and sport can be changed does not occur. There is no sign of items designed to make pupils think about possible changes which can be made to conventions and rules, or about relationships between commerce and movement culture, or about the question of how pupils as consumers can adopt an informed position regarding the (whether or not commercial) range of movement culture activities available. It is clear here that the approach opted for is closely related to the conformist concept of sport socialisation.

The aspect of evaluation deals with pupils' ability to judge their own performance and that of others. It would appear here that an evaluation of effectiveness is intended in particular (here once again, we see the technical conformist approach). Of course, the ability to make evaluations leans heavily on the level of knowledge and understanding. This aspect is also elaborated in a number of items.
As far as the aspect of affective development is concerned, the SEB says that it reflects the social, moral, and emotional dimensions of physical education. "It is concerned with the attitudes and dispositions which pupils form and display through meeting the various challenges provided in the course. Opportunities should be provided for pupils to adopt different roles, to develop a realistic self-image, to accept a degree of responsibility for their own learning, to cooperate and form relationships with their peers, to be tolerant and fair, and to make and accept decisions" (SEB, 1988a, 10). Here, we see that the aspect of affective development also embraces matters which are usually discussed in Dutch literature under the label of "socio-motor learning".

The curriculum document contains detailed instructions for the structure of the course. I shall content myself here with an overview in the form of a diagram and a few rules for selection and structure.

	CATEGORIES							
	i GYMNASTICS	ii DANCE	iii WATER-BASED ACTIVITIES	iv OUTDOOR PURSUITS	v INDIVIDUAL ACTIVITIES: DIRECTLY COMPETITIVE	vi INDIVIDUAL ACTIVITIES: INDIRECTLY COMPETITIVE	vii TEAM GAMES: INDOOR	viii TEAM GAMES: OUTDOOR
ACTIVITIES	Modern Olympic Rhythmic	Ethnic Contemporary	Swimming Personal Survival Life-saving Synchronised Swimming Sailing Canoeing Board Sailing	Orienteering Hill Walking Rock Climbing Skiing	Badminton Squash Table Tennis Fencing Tennis	Archery Trampolining Athletics Cross-country Running Golf	Basketball Volleyball Handball Netball Games Making	Hockey Lacrosse Football Rugby Shinty Cricket Softball Rounders
	ix THEMATIC STUDY							

Figure 3. Overview of possible course contents (SEB, 1988a, 13)

Two explanatory remarks are called for with regard to this diagram. "Thematic study" (the ninth category of contents) refers to teaching topics which go beyond the limits of the "usual" categories. Examples given are: performance related fitness, movement patterns, and acquisition of skills. The list of activities incorporated in the diagram is not intended to be exhaustive. It came about on the basis of what is currently most widespread in Scottish schools.

The following rules are given for the course design:
- the course covers 160 hours in total;
- the course comprises a minimum of five and a maximum of eight components;
- each of the components chosen must be allotted a minimum of 20 and a maximum of 50 hours;
- within each component, the distribution of time over the various learning experiences / desired results should be planned carefully;

- the course should contain activities from at least five different cate-gories (see diagram);
- if it occurs that all activities can be accommodated in more than one category, and after it has been decided in which category a certain activity is to be placed, a school cannot list this activity in a different category with reference to a particular course. (The category of "thematic study" is an exception here);
- within every component, the activities must be chosen from the same category; each component must place the emphasis on a different category (here, too, thematic study forms an exception) (cf. SEB, 1988a, 11/12).

A detailed checklist for course design is attached to the curriculum document.

The last two chapters of the document contain detailed instructions for taking the standard grade examination, and criteria for determining exam grades. Separate documents have also been developed with procedures and questions for the examination in the headings "Knowledge and understanding" and "Evaluation" (see e.g. SEB, 1988b).

We may summarise an evaluation of the Scottish curriculum for physical education in the first phase of secondary education as follows:
- the basic considerations and formulation of goals show quite plainly that physical education is understood as a teaching-learning subject; the elaboration of the teaching contents show clearly that teaching and learning must be understood in a number of points in the sense of the conformist concept of sport socialisation rather than in the sense of the critical-constructive concept of movement socialisation; however, in places, there are signs of the beginning of this last concept;
- the elaboration of objectives with regard to structure and content of the two-year course aimed at "certification" is consistent and detailed. Especially by relating the learning goals, learning experiences, and learning activities in the curriculum modules ("components") to each other, the SEB has been successful in providing schools/teachers with concrete, practical support in developing thematic teaching;
- the curriculum document gives detailed instructions for examination requirements and procedures.

3.6. California

In California, after elementary school all pupils attend a high school (either public or private, or, to use the British distinction, "state" or "public"). Within the context of the aims set for this comparative study, physical education is of interest in junior high school grades (7-9) and for the recently developed middle school (6-8). Of a total teaching time of 1,800 minutes per week, 200 minutes are given to physical education. The subject is taught by subject specialists and lessons are usually taught in co-educational classes.
This section is based on the "Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools, Kindergarten through Grade Twelve" published in 1986 by the California State department of Education. This publication came about as a result of the efforts of a commission which, in 1981, was given the task of revising the "old" framework dating from 1973. However, the commission decided not to carry out a revision and conceived instead a completely new document. This was no curriculum document in the classical style. There are no legal curriculum requirements at state level in the USA. All authority lies with the local education authority. The state merely makes recommendations. So the document is more in the nature of a work book. The term "framework" already indicates that the document is intended to be an aid for teachers in the development of their physical education course in their respective school districts. Nonetheless, the document does claim to be innovative. It is intended as "a catalyst for change in physical education programmes" (iv). As such, it gives an insight into views on the

subject and into more detailed discussion of the subject contents as they officially apply in California.

The fact that California has not (as yet) completely relinquished its pretentious claims of the "education-*through*-the physical" concept is shown clearly in the introduction: "This handbook is based on the knowledge that physical education:
- is an integral part of a balanced and comprehensive school programme;
- enhances physical and academic performance;
- leads to lifelong wellness and well-being.

One of the most easily recognized contributions of physical education is the exhilaration, joy, and sheer fun that come from successful performance. Such feelings result in both psychological and physiological changes and can help students understand physical education as a means of confidently exploring all facets of learning - even when they are out of school" (Calif. State Department of Education, (CSDE), 1986, vii). The basic idea seems to be quite simply the following:
a. physical education is a vehicle for enjoyable and successful "physical activities";
b. such "physical activities" are excellent means in themselves for personal growth and learning.

That this is the main line of thought -or at least an important element in the main line of thought- is affirmed by the following statement about the "philosophy of physical education" which is to be applied: "Physical education is an integral part of the total educational experience. All students are provided opportunities to develop physically, mentally, emotionally, and socially through planned physical activity and learn skills that allow them to participate in physical activity throughout their lives" (CSDE, 1986, 3). In the last part of this quotation, the emphasis placed on the practical value of education with a view to later life also gives an indication of the approach to the subject.

The elaboration of the contents of the philosophy behind the subject is made in three separate stages. Firstly, the goals are formulated. Next, feasible activity areas are indicated, and finally for each age group and model example activities are described that are designed to achieve each of the goals formulated.

"The six broad goals of physical education generally agreed on by physical education teachers nationwide and described in this chapter are the basis of a sound physical education programme. The six goals are:
1. Physical activity
2. Physical fitness and wellness
3. Movement skill and movement knowledge
4. Social development and interaction
5. Self-image and self-realization
6. Individual excellence" (CSDE, 1986, 19).

In respect to these goals, the document points out that they are all interrelated and that it is possible to emphasise certain goals more than others; this last aspect is dependent on the needs of the pupils and/or the associated pattern of values.

No mention is made of the fact that the idea is composed of a series of six extremely heterogeneous goals, or that here and there "goal" and "means" are confused (e.g. physical activity can be seen as a means for fitness and wellness). This reinforces the impression of careless eclecticism and a random heaping together of ideas.

The activity areas are selected per age category. For the purpose of this study the 4-9 age range is not taken into consideration. The following is stated for the 8-14 age group: "The following areas of instruction are included in the physical education programme and are based on increasing levels of skill for ages four through nine:
a. rhythms;
b. dance;
c. basic movement skills;
d. physical fitness;
e. games and sports;
f. stunts and tumbling;
g. gymnastics;

h. aquatics;
i. combatives;
j. outdoor education".

For the 13-18 age group, "basic movement skills" and "stunts and tumbling" are omitted; otherwise the list is the same. (cf. CSDE, 1986, 5/6). It is noticeable that physical fitness is not just seen as an objective but also as an "area of instruction". The detailed description of the contents takes on its full meaning when in the last step:

a. the programme goals are resolved into their component parts;
b. for every goal component, activities are defined which are considered suitable for encouraging the achievement of the goal component, and
c. for every age category each goal component is concretised by way of example in a "goal-oriented activity".

The character of the formulation makes one think, incidentally, of the term used in the Netherlands whose English equivalent is "terminal objectives". The document specifies what a pupil should ultimately know/be able to do/do with regard to a certain activity. In the following, I illustrate this procedure by reproducing the elaboration of three of the six goals. The elaborations which I have not reproduced here are entirely the same in nature.

Goal 1: Physical Activity

Statement: Developing interest and proficiency in movement skills is essential to lifelong participation in physical activity.

Component	*Description*
Exposure to physical activity	Observing and experiencing a wide variety of physical activities and planning future physical activities based on these experiences
Participation in physical activity	Participating in the full range of physical activity—from forceful, explosive movements to quiet, restful movements
Proficiency in movement skills	Developing proficiency in movement skills so that physical activity will be a successful and enjoyable experience
Play	Experiencing the pleasure and exhilaration inherent in physical activity
Valuing and searching for physical activity	Appreciating the value of physical activity and choosing active rather than passive life-styles
Safety awareness	Observing safe practices during participation in physical activity and balancing safe practices with a willingness to take risks
Using resources	Using school and community resources for lifelong participation in physical activity
Knowledge and understanding	Learning the principles of movement and the history, rules, and strategies of various activities

For the 11-15 age group, the "Exposure to physical activity" component is linked, by way of example, as follows to a "goal-oriented activity": "Demonstrate, through written or oral projects, a knowledge of at least six different sports or activities not commonly taught in physical education, such as horseback riding, boating, mountaineering, riflery, skiing, curling, and so forth". The "Use of resources" component is detailed as follows: "Participate in at least one community or extracurricular activity programme". Finally, the "Safety awareness" component is concretised in the following "goal-oriented activity": "Demonstrate a knowledge of basic first aid procedures". (cf. CSDE, 1986, 21).
The "physical activity" example shows that the CSDE intends a part of the movement activities in lessons to be aimed at obtaining an active lifestyle and the knowledge inherently required. The extracts under "Description" make clear just how important "affective" and "cognitive reflexive" learning are in this connection - without actually mentioning the terms by name.
The second example refers to the detailed discussion of the objective "physical fitness and wellness".

Goal 2: Physical Fitness and Wellness

Statement: Developing and maintaining the highest possible level of physical fitness and wellness is necessary to meet the demands of high-level physical peformance during work, play, and emergency situations.

Component	*Description*
	Fitness
Cardiorespiratory endurance	Improving and maintaining cardiorespiratory efficiency through regular aerobic activities of sufficient duration and intensity to achieve a training effect
Muscle strength	Improving and maintaining the ability to exert force through progressive and gradual resistance activities that overload a muscle group
Muscle endurance	Improving and maintaining the ability of muscle groups to persist in physical activity by working against resistance for increasing periods of time
Flexiblity	Improving and maintaining the functional capacity of specific muscles and joints by increasing their full range of motion through static stretching techniques
Body composition	Improving and maintaining the relative percentage of lean body mass to fat mass through regulating caloric consumption and expenditure
	Wellness
Mental alertness	Being energetic and attentive
Nutritional habits	Understanding the relationship between nutrition and exercise
	Understanding the relationship between body composition and good health
Stress reduction and relaxation	Identifying personal stress symptoms and coping with stress through relaxation techniques
Sleep and rest practices	Understanding the value of adequate and regular sleep and the relationship between rest and vigorous activity
Injury prevention and care	Understanding the principles and practices of proper conditioning, warm-ups, and cool-downs as they pertain to the prevention and care of injuries
Personal activity program	Designing personal activity programs based on physical performance assessments, individual career choices, and anticipated life-styles
Personal hygiene	Observing sound practices relating to bodily health and cleanliness
Knowledge and understanding	Learning the principles, mechanics, and concepts of all physical fitness and wellness components as they relate to personal health and physical performance

The cardio-respiratory endurance component is then for the 11-15 age group elaborated in detail with reference to the terminal objective "Participate in aerobic activities for extended periods of time and maintain a required heart rate appropriate for this training level". For the component "muscle strength and endurance", the details are elaborated as follows: "Perform two exercises for upper body and two exercises for lower body to develop and maintain muscular strength and endurance". The details for the component "body composition" are: "Analyze personal body composition and develop a personal programme of caloric intake and expenditure to achieve and maintain ideal body fat" (CSDE, 1986, 23).
It is noticeable here that, whereas the descriptions for "fitness" especially suggest that we should be reading here about providing training activities aimed at the direct improvement of aspects of physical fitness, the terminal objectives point instead in the direction of gaining practical knowledge and experience with a view to the responsibility of the individual for physical health. The description of activities implies that we have not yet got beyond the stage of "education-*of*-the-physical". In contrast to this, however, we find details of "goal-oriented activities" which are characteristic of a health-education content of a part of physical education lessons. However this may be, we may conclude that a "functional" idea of teaching forms the basis. The teacher who chooses to rely on the teachers' manual is not given any instructions as to how he or she should teach an activity in order to obtain the desired effects. The starting point is that the actual participation in physical activity itself leads to the desired competency.

The last example of detailed elaboration concerns the objective "social development and interaction".

Goal 4: Social Development and Interaction

Statement: Appropriate social behaviors are developed by working independently and with others during planned physical activity.	
Component	*Description*
Respect for self and others	Understanding that getting along with others begins by accepting one's self, including one's physical capabilities
Sense of fair play	Appreciating the performance of others and understanding the decision of authority figures
Appreciation of individual differences	Perceiving and appreciating similarities and differences between individuals
Affiliation	Seeking the company of others and developing friendships
Cooperation and assistance	Sharing in the development of one's peers by giving and receiving support
Leadership	Developing the skills needed to control aggression and conflicts while participating in physical activity
Knowledge and understanding	Understanding the relationship between effective group living and cooperating and competing fairly

In the examples of "goal-oriented activity", the component "appreciation of individual behaviors" is elaborated as follows: "Participate willingly in a minimum of two team sports with team members of differing physical capabilities". The component "cooperation and assistance" is concretised as follows: "Demonstrate responsibility by assuming leadership in roles, such as team captain, scorekeeper, and referee". Finally, the component "affiliation" is detailed thus: "Demonstrate consideration for others by not dominating control of the game in team and dual activities" (CSDE, 1986, 27).
This elaboration of the goal "Social development and interaction" is closely allied to detailed elaborations in the sense of "terminal objectives", such as those which can currently be found in the Netherlands for the domain of "socio-motor learning". The orientation revealed in this elaboration is once again somewhat reserved in the details given for "individual excellence". It becomes clear that the "achieve/compete" motive dominates the orientation to the movement culture and that there is little room for an orientation to the movement culture outside the school, which starts from the idea that this culture is changeable.
The book devotes an extensive chapter to the evaluation of physical education in general and of pupil achievements in particular. However, it does no more than provide suggestions and advice for devising performance tests and determining grades. This is because California does not have a centrally determined high school examination for physical education.
In summary, we can say the following of the California document under examination:
- the chapters containing the justifying philosophy behind the subject are characterised by an inconsistent eclecticism; elements from the bildungstheoretical concept of physical education (the "education-*through*-the physical" idea) dominate; here, we might especially think of the claims for vague effects, going beyond the domain of corporality and movement;
- in contrast to the trend of chapters based on fundamentals of the approach, emphasis is placed here on the practical value of physical education in the elaboration of the contents; a great deal of importance is given, in doing so, to the cognitive and affective learning in the wide perspective of health-oriented and life-long physical activity; although the document does devote attention to the concretisation of socio-motor and cognitive learning (in the sphere of games, too), the authors of the document remained trapped in a traditional orientation towards sport, where achievement and competition are the guiding principles;
- there is a large gap between the formulation of goals and the indication of suitable activity areas on the one hand, and a detailed discussion in terminal objectives (or "goal-oriented activities" as they are called here) on the other; the suggestion is made to teachers that providing pupils with certain movement activities results more or less automatically ("functionally") in the desired competencies; there are no examples of thematic analysis of a movement activity tailored to meet a certain aspect of an objective.

3.7. New York State

The examination of New York State is based on two documents published recently by the State Education Department (NYSED):
a. the "Physical Education Syllabus: Grades K-12" (1986);
b. the "Physical Education Guide, K-12" (1988).
The second document complements the first. Both are designed to aid teachers who work on the development of work schemes on a local level, and aid them in assessing their own teaching. A special quality of these two documents is that they do not attempt to prescribe regulations for New York City. The city's education authorities have developed their own curriculum guidelines.
In New York State, the (public) elementary school covers grades K (kindergarten) to 5 (sometimes 6). Then, there is the secondary education, firstly at middle school level (6-8), and then at high school level (7-12). Within the scope of this study, I

shall concentrate on physical education in grades 6-8, which is taught by specialist teachers. The general trend is for teaching in co-educational groups. In one week, 3 periods (each of 40 minutes) are available; the next week, 2 periods. So on average, a middle school pupil receives 100 minutes of physical education a week.

The Syllabus begins with a chapter attempting to justify physical education as an important subject which contributes to the overall education of pupils. The attempt is characterised by a stiff, forced style. This is especially noticeable in the outline of the contribution that physical education should make in the light of ten general teaching goals as set by the Board of Regents for the students of New York State. As an illustration of this, I shall quote a section of the text:
"Each of the Regent's goal statements provides an opportunity for the physical educator to enhance learnings:

Goal 1. Each student will master communication and computation skills....

Physical education experiences provide opportunities for students to learn to listen carefully in order to understand and follow directions and to give clear directions to others. Through participation in games and sports, students can develop eye-hand coordination, determine angular advantages, and learn to follow and communicate movement patterns. Activities that require score-keeping, averaging, and statistics provide experiences with computation skills.

Goal 2. Each student will learn methods of inquiry and knowledge gained through the .... disciplines and use the methods and knowledge in interdisciplinary applications.

Physical education instruction can enhance learnings in the natural sciences through physiology, biology and chemistry. Learnings in the social sciences and humanities can be broadened by the study of dance and sports in various areas of the world.

Goal 3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural, and intellectual accomplishments of civilization.

Physical education activities provide opportunities to explore the artistic and cultural heritage of various civilizations through the practice of dance, sports, martial arts, and specialized exercises, such as yoga and T'ai chi. A study of the arts of various civilizations demonstrates a sense of the beauty of movement apparent in physical activities such as discus-throwing, gymnastics, and ball playing" (NYSED, 1986, 1).

These considerations, which lean heavily on the assumed general educational effects of movement activities provided in physical education, are marked by the bildungstheoretical, "education-*through*-the-physical" idea. The effect claims appear exaggerated and unrealistic.
For this reason, the realistic turn which the document then takes one page later comes all the more as a surprise. "Physical education contributes to the broad skills of education through the development of personal living skills reflected in the manner and degree of participation in life-long activities. This is achieved through the pursuit of more specific objectives encompassing skills and knowledge in movement, understanding the effects of physical activity upon the body, feelings of adequacy and mastery and the development of a personal value system regarding physical activity" (NYSED, 1986, 3). Basically, what this boils down to is saying that learning of and about movement and physical activity is important as it is a prerequisite for responsible and life-long participation in movement activities. And this is a starting point for the line of thought followed by supporters of movement (sport) socialisation

concepts. However, the more realistic extract quoted above also shows with the reference to "personal living skills" signs of an orientation towards the bildungstheoretical concept . "Personal living skills are those skills that contribute to an individual's becoming a fully functioning, productive and concerned citizen. They are seen as necessary catalysts for effective implementation of a life-long pattern of participation in planned activity. They include, but are not necessarily limited to:

a. developing physical fitness (cardiovascular and musculoskeletal);
b. fostering communication;
c. promoting cooperation;
d. seeking challenge;
e. encouraging safety;
f. developing initiative;
g. engendering leadership/followship;
h. nurturing trust, and
i. promoting respect" (NYSED, 1986, 3).

The formulation of the goal of physical education as a school subject seems to be in two minds. On the one hand (in the outline of the contributions to the general goals and by shifting the emphasis on to the non-subject-specific "personal living skills"), all kinds of claims are made for physical education regarding educational effects which extend into the general educational domain; on the other hand, the document states that physical education lessons are concerned with activities and experiences which "should help the student build a large movement repertoire (the psycho-motor domain), gain increasing knowledge about movement possibilities (the cognitive domain), and become aware of and value effective and efficient movement as a life-long skill (the affective domain)" (NYSED, 1986, 3). It can also be said that goals are set both in the sphere of learning by movement and in the sphere of learning to move and about movement.

The physical education activities and experiences that are designed to effect a "lifetime activity" should be taken from the following areas: rhythm and dance, games and sport, water sport, gymnastics, fitness activities, and outdoor living skills. From the diagram reproduced on page 52 (see NYSED 1986, 5), it then becomes clear how the sequence of activities taken from these areas should apply to grades. At the same time, the arrows running from the personal living skills to the areas of activity in this diagram show clearly that these skills should not just be seen as goals to be achieved, but that criteria for the selection of activities and suitable forms of presenting them can also be derived. However, the curriculum does not provide any concrete suggestions for this.

After the diagram, the document contents itself with a series of taxonomies. For each area of activity and school level (K-3; 4-6; 7-8; and 9-12), these faxonomies give a brief concretisation of "psycho-motor", "cognitive", and "affective" goals. By way of example, on pages 53-55, I reproduce the elaboration of rhythm and dance, introduction to games, gymnastics, and fitness activities. These descriptions refer to the school level relevant for this comparative study (class 7-8).

In the "Physical Education Guide" which was published at a later date (NYSED, 1988), the detailed description of contents is supplemented to some extent by giving, for each activity area and school level, an overview of precisely which concrete activities can be considered here and just how far these can be related to "personal living skills". These overviews also contain questions designed to have a guiding function during the evaluation of teaching achievements in the "psycho-motoric", "cognitive", and "affective" domains. I include two of these overviews on pages 57 and 58 as an example.

The "Guide" does not ask the question "How should I organise my teaching if I am to develop activity x thematically in the light of a particular 'personal living skill', and with a view to 'psycho-motoric', 'cognitive', and 'affective' learning?" The user of the Guide has to make do with a few notes on pupil safety. The fact that the problem of thematic development is not addressed suggests a functional teaching concept, i.e. the assumption is made that lessons where pupils are confronted with

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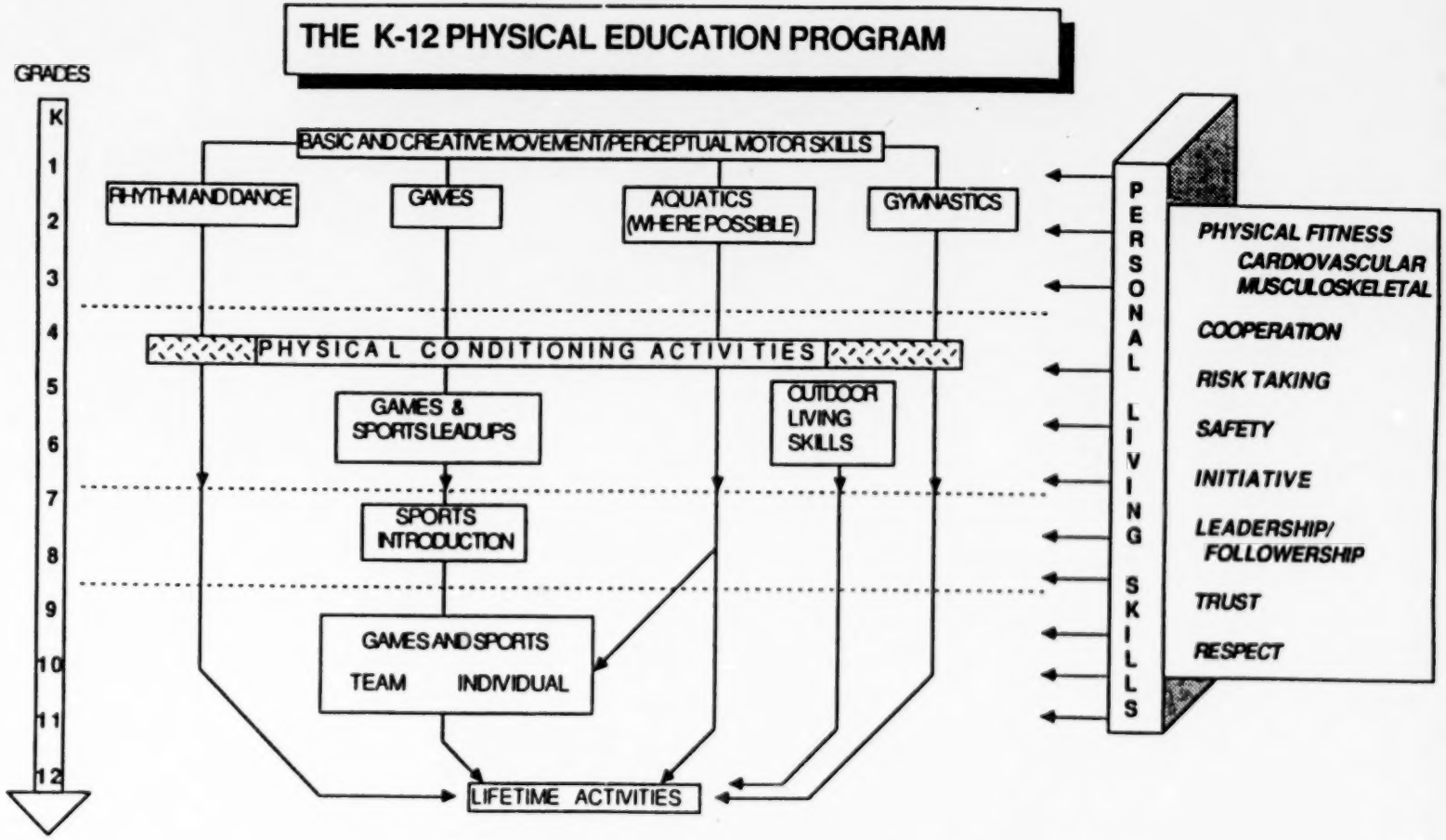
the above-mentioned activities in a well-organised, enjoyable, and safe manner will automatically produce the desired effects (either in terms of psycho-motoric, cognitive, and affective learning, or in terms of personal living skills).

51


THE K-12 PHYSICAL EDUCATION PROGRAM
GRADES
K
1
2
3
4
5
6
7
8
9
10
11
12
BASIC AND CREATIVE MOVEMENT/PERCEPTUAL MOTOR SKILLS
RHYTHM AND DANCE
GAMES
AQUATICS (WHERE POSSIBLE)
GYMNASTICS
PHYSICAL CONDITIONING ACTIVITIES
GAMES & SPORTS LEADUPS
OUTDOOR LIVING SKILLS
SPORTS INTRODUCTION
GAMES AND SPORTS
TEAM
INDIVIDUAL
LIFETIME ACTIVITIES
PERSONAL LIVING SKILLS
PHYSICAL FITNESS
CARDIOVASCULAR
MUSCULOSKELETAL
COOPERATION
RISK TAKING
SAFETY
INITIATIVE
LEADERSHIP/ FOLLOWERSHIP
TRUST
RESPECT

7-8	Psychomotor	Cognitive	Affective
RHYTHM AND DANCE			
Based on local performance standards, the student will be able to:	Perform a variety of different rhythm activities (folk dance, square dance, modern dance, ethnic dance, aerobic dance, etc.)	Comprehend the pervasiveness of rhythm within all motor activities	Accept and appreciate individual variations in performance
	Demonstrate rhythm in locomotor, nonlocomotor and manipulative skills (jump rope, running, swinging, or throwing)	Plan a fitness program around rhythmic activity	Take pleasure in rhythmic activity
			Seek rhythmic activity for fitness

7-8

SPORTS INTRODUCTION

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate proficiency and competence in basic skills of sports (soccer – dribbling, passing, kicking)	Demonstrate familiarity with specific criteria and terminology of sports activities	Accept and appreciate individual variations in performance
Apply skills to sports situations	Understand the rules of sports	Appreciate the need for rules of sports
	Identify anatomical, biomechanical, and physiological principles involved in specific sports (summation of forces, balancing, form, aerobic v. anaerobic activity)	Communicate pleasure in sports

7-8	Psychomotor	Cognitive	Affective
GYMNASTICS			
Based on local performance standards, the student will be able to:	Develop unique sequences on floor and apparatus (jumps, rotations, rebound, tumbling, uneven parallel bars)	Discuss differences in skills application in different sequences (forward roll on rings, parallel bars, beam and floor)	Accept and appreciate individual variations in performance
	Demonstrate ability to spot maneuvers and sequences	Understand the application of anatomical and biomechanical principles to skill performance (center of gravity, lever/fulcrum)	Demonstrate appreciation of the aesthetic value of performance
			Display confidence in basic routines
			Show active participation in practice sessions

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7-8

PHYSICAL CONDITIONING ACTIVITIES

Based on local performance standards, the student will be able to:

Psychomotor	Cognitive	Affective
Demonstrate correct conditioning skills for basic conditioning and other skill areas	Identify elements of conditioning programs	Accept and appreciate individual variations in performance
Cardiovascular endurance – jumping rope	Identify appropriate conditioning skills that contribute to basic conditioning areas in specific activity units	Show willingness to comply with proper conditioning techniques in this and other activity units
Large muscle flexibility – progressive stretching (active and passive)	Recognize the role of conditioning in the development of personal well-being	
Large muscle strength – resistance training	Understand the application of anatomical, biomechanical and physiological principles to skill performance (principles of resistance, joint stability, sources of energy, strength development)	
Large muscle endurance – circuit training		

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ACTIVITY AREA: *Games & Sports*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Team Sports									
Soccer	•	•	•	•	•	•	•	•	•
Field hockey	•	•	•	•	•	•	•	•	•
Basketball	•	•	•	•	•	•	•	•	•
Softball		•	•	•	•	•	•	•	•
Volleyball		•	•	•	•		•	•	•
Wrestling		•	•	•	•	•	•	•	•
Track & Field									
Running	•	•	•	•	•		•	•	•
Throwing		•	•	•	•	•	•	•	•
Jumping		•	•	•	•	•	•	•	•
Individual Sports									
Paddleball	•	•	•	•	•	•		•	•
Tennis	•	•	•	•	•	•		•	•
Recreational Games		•	•						
Table tennis		•	•		•	•			•
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student demonstrate proficiency and competence in basic skills of sports?
Did the student apply skills to sports situations?

Cognitive
Did the student demonstrate familiarity with specific criteria and terminology of sports terminology?
Did the student understand the rules of sports?
Did the student identify anatomical, biomechanical, and physiological principles involved in specific sports?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student appreciate the need for rules?
Did the student communicate pleasure in sports?

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ACTIVITY AREA: *Gymnastics*
LEVEL: 7-8

SAMPLE ACTIVITIES	PERSONAL LIVING SKILLS								
	Cardiovascular Fitness	Musculoskeletal Fitness	Cooperation	Risk Taking	Safety	Initiative	Leadership/ Followership	Trust	Respect
Simple Stunts									
Handstands				•	•				
Pyramids			•	•	•		•	•	•
Kip up		•		•	•				
Tumbling									
Handsprings		•		•	•				
Necksprings		•		•	•				
Simple routines		•		•	•				
Small Apparatus									
Double rope climb		•	•	•	•			•	•
Single leg cut regrasp on rings			•	•	•			•	•
Refined routines		•		•	•	•			
Large Apparatus									
Cast on uneven bars		•		•					
Hip or knee circles on horizontal bar				•	•			•	
Refined routines		•		•	•	•			
Teacher-Selected Activities									

STUDENT LEARNING OUTCOME EVALUATION

Psychomotor
Did the student develop unique sequences on floor and apparatus?
Did the student maneuvers and sequences demonstrate ability to spot?

Cognitive
Did the students discuss differences in skills application in different sequences?
Did the student understand the application of anatomical and biomechanical principles to skill performance?

Affective
Did the student accept and appreciate individual variations in performance?
Did the student demonstrate appreciation of the aesthetic value of performance?
Did the student display confidence in basic routines?
Did the student show active participation in practice sessions?

In summarising and by way of conclusion, I may make the following statements about the New York State curriculum for physical education:

- reflections on the justification of physical education as a full-blown school subject are taken from bildungstheoretical educational thought;
- the formulation of objectives focuses on two ideas; on the one hand, a series of fairly abstract, general educational effects are aimed for, and on the other hand, goals are formulated on a much more realistic level with regard to learning of movement and about movement (both cognitive and affective);
- nowhere does one gain the impression that the movement (sport) culture is interpreted as a domain which is, in principle, open to modification;
- the detailed description of the contents confines itself to overviews of forms of movement that are taken from traditional activity areas; the question of the various ways in which a certain form of movement can become the theme of lessons in the light of the goals or goal aspects identified, is not addressed;
- viewed in terms of the detailed description of the contents, the curriculum most closely resembles a conformist concept of sport socialisation.

3.8. Québec

In 1984, new curricula came into force in the French-speaking Canadian province of Québec, for both elementary and secondary education. The curriculum for physical education at secondary school is defined in two documents, published also in English by the Québec Ministère de l'Education.

The first document is called "Secondary School Curriculum - Physical Education" (Ministère de l'Education du Québec [MEQ], 1984a). It contains a more general description of the curriculum for physical education at secondary school, and thus forms "a commitment made by Québec society in that it sets down the minimum basic objectives which every pupil should normally attain by the end of secondary school" (MEQ, 1984a, VII). The document consists of four parts, as well as a lengthy introduction explaining the structure of the book. The first part examines the following areas in turn: general teaching goals, the needs and interests of adolescents, the essential contents of a physical education programme, the expectations of society, the physical education concept chosen, and teaching theory. The second part takes a thorough look at teaching goals (both intermediary goals and terminal objectives), themes and activities. Part three gives a detailed discussion of teaching evaluation. Finally, the fourth part looks closely at questions such as distribution of time, facilities and equipment, safety, parent participation, and so on. The document also contains a detailed bibliography and two appendices.

The second document is entitled "Secondary School Curriculum Guide - Physical Education Cycle One and Cycle Two" (MEQ, 1984b). It is intended as a supplement to the programme document. The suggestions and models it contains constitute an aid for teachers in introducing the new plan. The following discussion is based primarily on the first document.

Primary education in Québec runs from K(indergarten) to grade 6. Secondary education is subdivided into two phases (cycles). The first phase covers grades 7 and 8, the second phase grades 9-11. Of course, the following discussion examines the content of physical education for grades 7 and 8. At secondary school, physical education is taught by specialist teachers. It is a compulsory subject for all pupils up to grade 9, after which it is available as an optional subject. There is no legislation regarding coeducation. Informants (colleagues working in Québec) have the impression that at the moment most of the lessons are taught in single-sex classes, but that a clear trend towards coeducation is visible. In general, pupils in secondary education receive 2.5 hours of physical education a week.

In order to give an impression of the considerations forming the basis of the programme, I will start at this point by quoting an passage which discusses the relationship between programme goals and general teaching and educational goals

(as set down in: Ministère de l'Education, The Schools of Québec, Policy Statement and Plan of Action, 1979). "Physical education is a discipline which seeks to develop the person in all its dimensions: physical, intellectual, and emotional. It has a social dimension. The content of the Physical Education program, based on the study of body movement in physical activities (means used), leads the pupil into a world in which he deepens his awareness of his ability to act, and channels all his motor, cognitive, and affective resources to master movement. Physical education is, therefore, directly involved with the development of a self that acts, reaches out, and goes beyond itself through action. It is this which constitutes the overall objective of this program.

The different types of activities in the Physical Education program (free, spontaneous and creative interaction, competition, cooperation, expression, and so on) enable the pupil to experience a variety of relationships with others. Exposed to different situations, he will be called upon to develop behaviour patterns and attitudes adapted to the individual circumstances of each situation experienced. Physical education immerses the child in a social world and encourages him to develop the necessary skills (sense of belonging, team spirit, ability to work with a team, sense of responsibility, decision making, and so on) to participate actively in the life of his community.

Physical education, then, plays an important role in education. The elementary and secondary programs encourage children and young people to develop according to their own personal resources, to evolve into autonomous and creative individuals, and to prepare for their role as citizens" (MEQ, 1984a, 7).

It becomes clear from this extract that the programme foundation is not taken from the biological or bildungstheoretical concept of the subject. Admittedly, there are obvious references to the personalist concept of the teaching of movement. In addition, there are also weaker elements of a movement socialisation view ("...immerses the child in a social world...").

It is repeatedly stressed that the nub of the physical education programme is formed by "movement" as the human faculty to be influenced. Although the document takes general educational effects into consideration, the focal point is still the specificity of the subject. The basic characteristic of physical education lies "in the fact that it involves the adolescent in the world of movement by developing his potential for executing movements and by fostering his interest in the development of his own body. Physical education differs from all other disciplines in that its learning procedures are based on motor action. For this reason, it adds an important dimension to the range of experiences the pupil has within the school system" (MEQ, 1984a, 8).

"Movement" also forms the central idea in the description of the subject contents. In the first attempt at content differentiation, three aspects of movement are distinguished:

" - The individual moves in relation to himself to achieve body control.
- The individual moves in relation to different types of space and objects to master locomotor movement and object manipulation.
- The individual moves in relation to others, and seeks not only to master locomotor movement and object manipulation, but more particularly, to develop his potential for communication" (MEQ, 1984a, 17).

We see from this distinction that there is no clear line in so far as the concept of movement is concerned. Whereas the third aspect points in the direction of a relational view of movement, the first two aspects refer to a view of movement as the change in place of the human body as an object (cf. Tamboer, 1985). However, the document does devote some attention to these kinds of fundamental, subject-related philosophical questions. The following extract shows this clearly. "In physical education, the concept of the body is the focal point. It is from this concept that the subject content, the needs to be met, and the teaching strategy will be derived. It is necessary at this point to take a position on this subject, and to review other factors previously mentioned. The main point to establish is whether the body and mind are separate entities in the human being. It should be stated that, in fact, the idea of a

body separate from the mind is unrealistic. The body and mind do not exist separately in the human being. To separate these is to indulge in artificial conjecture" (MEQ, 1984, 21). Nevertheless, subsequent elaboration seems to indicate that the authors conceive the teaching contents on basis of a relational body-concept as well as on basis of a physical substance body-concept. What is important, however, is that the programme developers emphasise that it is their intention to base their ideas on a "humanistic orientation".

This orientation "influences the program in a special way by providing a picture of the pupil as an integrated entity, seeking through his activities to keep physically fit and to maintain harmonious relationships with the different environments in which he functions. The following values reflect this orientation:

- personal and social realization through action;
- respect for one's body;
- sense of responsibility for one's own physical development;
- personal responsibility for one's own physical well-being and recreational activities;
- active and enjoyable participation in physical activities" (MEQ, 1984a, 14/15).

The last point of departure for the programme, to which we should here devote our attention is that physical education is described expressly as a teaching/learning subject. "Physical education should have the same aims and the same approach to learning as the overall educational process of which it is a part. It should make possible a process of change within the pupil that will enable him to find his own way to integrate his acquired cultural knowledge into his particular pattern of development. The objectives of physical education should be directed towards individual assimilation of the different skills and knowledge to be acquired;

- knowledge related to the body, and to physical and social environment;
- skills required to cope with the challenges of the environment;
- skills to interact with others;
- constructive attitudes towards the body, physical environment and other people" (MEQ, 1984, 21).

Aside, we can point to the relationship between the four aspects mentioned here of learning in physical education, and the distinctions made in Dutch literature of "cognitive-reflexive learning", "technical-instrumental" or "techno-motor learning", "sociomotoric learning", and "affective learning" (cf. for example Crum & Donkers, 1989, 40). Finally, what is important here is that in the formulation of ten propositions adopted towards learning, a relatively open concept is provided as far as teaching and learning are concerned. I quote four of these propositions here by way of illustration:

- "Learning is facilitated in a situation in which the pupil is encouraged to discover for himself".
- "Learning is facilitated in a situation in which the pupil has the right to make mistakes".
- "Learning is facilitated in a situation in which uncertainty is tolerated".
- "Learning is facilitated in a situation in which pupils discuss conflicting ideas openly" (MEQ, 1984a, 24/25).

If we review this fundamental chapter, we see that (although the changeability of conventions and rules in movement culture is not mentioned explicitly at any point), the principle orientation is in the direction of both the "personalist concept of movement education" and the "critical-constructive concept of movement socialisation".

The second part which describes the learning goals and contents of the programme begins with a diagram which shows very clearly the work procedure followed. This diagram which speaks very much for itself is reproduced below (cf. MEQ, 1984a, 29).

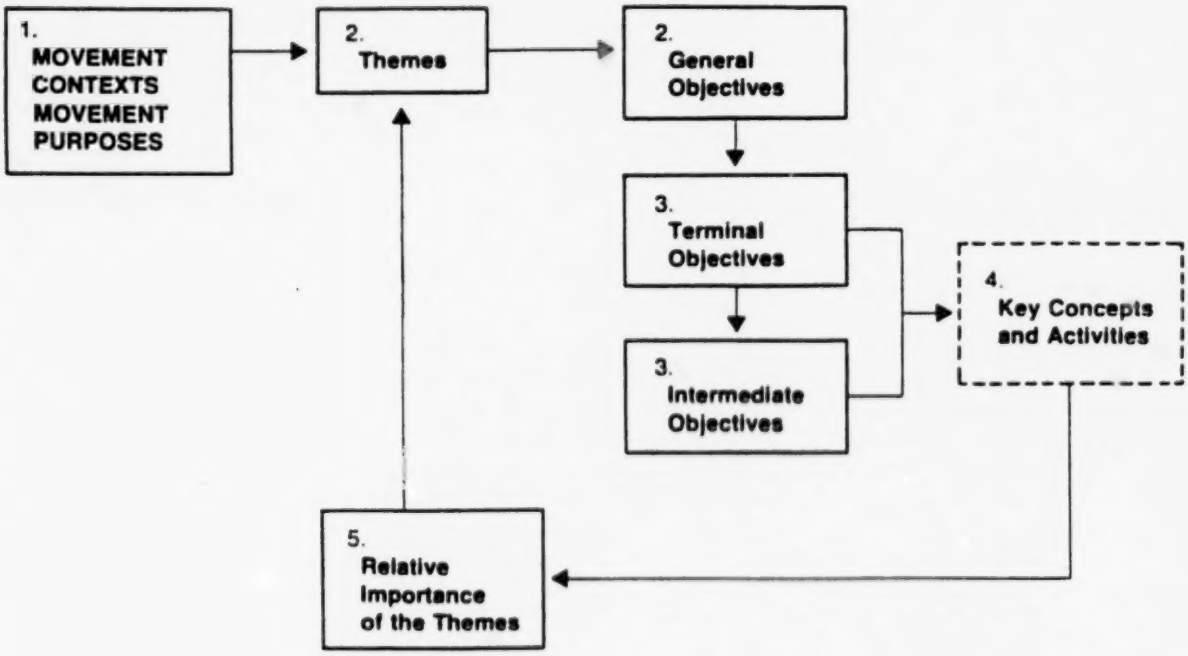

Figure 4. Procedure Followed in Presenting the Learning Objectives and Content

When determining the teaching contents, the starting point is chosen bearing in mind the fact that movement takes place in a wide variety of contexts and for different purposes. "Movement is performed in different contexts - the individual in relation to himself, his physical environment, or his social environment. Movement is performed for specific purposes. An individual may seek to improve his movement potential (relation to self), to master challenges of the environment (relation to physical environment), or to express himself and communicate with others (relation to social environment). The different actions performed in each of these contexts must be analyzed in order to formulate the learning content. Three main movement categories can be defined and these will become the physical education teacher's specific teaching areas:

- Awareness and control of the body.
- Adaptation and control of the body in locomotor movement and in object manipulation.
- Awareness, adaptation, and control of the body in locomotor movement, in object manipulation, and in communication with others" (MEQ, 1984a, 30).

At this point, it appears to me that the authors relinquish the traces they showed earlier of a relational concept of body and movement and embrace in large lines an orientation towards the grammar of movement as can be found in the classical British understanding of "movement education".

An analysis of the three "movement purposes" then leads to eight teaching themes. The following diagrams shows this (cf. MEQ, 1984a, 31).

	MOVEMENT CONTEXT	MOVEMENT PURPOSE	THEME
MOVEMENT	Movements in relation to self	Awareness and control of the body	Body mobility Physical exertion
	Movements in relation to the physical environment	Adaptation and control of the body in locomotor movement and in object manipulation	Locomotion Object manipulation
	Movements in relation to the social environment	Awareness, adaptation, and control of the body in locomotor movement, object manipulation, and communication with others	Cooperation Competition Cooperation & competition Expression

Figure 5. Description of Learning Content

In the next diagram, the further elaboration of topics regarding pupil activities is then summarised (cf. MEQ, 1984a, 36). Further, diagrams are given which summarise the intermediary goals and terminal objectives of each topic, as well as key terms and relevant movement activities. Three representative examples of these are given on pages 65-67.

BODY MOVEMENT

LEARNING CONTENT				MEANS OF IMPLEMENTATION
MOVEMENT CONTEXT	MOVEMENT PURPOSE	THEME	SUBJECTS OF STUDY	ACTIVITIES
I. PERSONAL ENVIRONMENT The individual in relation to his own body: — The individual in relation to himself seeks to become aware of his own body and his movement potential and to achieve control of his body movements.	Awareness and control of the body.	1. Body mobility	— Controlled movement of the body or body parts — Sequences of complete movements or segments of movements	Basic movement activities and exercises: e.g.: flexion, extension, symmetric movement, asymmetric movement, turning, rotation. Relaxation activities.
		2. Physical exertion	— Cardiorespiratory stamina — Muscular endurance — Factors relating to physical fitness and the effects of training	Conditioning and training activities. All forms of vigorous physical activities.
II. PHYSICAL ENVIRONMENT The individual in relation to his physical environment: — The individual, in contact with surrounding space and objects, seeks to become aware of his potential for action in relation to the properties of the surrounding space and objects and, above all, to adapt to, and control them.	Adaptation and control of the body in locomotor movement and in object manipulation.	3. Locomotion	— Locomotor movement on the ground or on the ice with or without hand objects — Locomotor movement in water — Locomotor movement on a natural or artificial using displacement (skiing, skating)	Activities for developing locomotor movement skills — gymnastics - apparatus — jumps in track and field — cross-country skiing — skating — snowshoeing — swimming — rowing — sailing
		4. Object manipulation	— Handling objects — Projecting objects — Receiving objects	Activities for developing object manipulation skills — throwing in track and field — throwing for accuracy — golf — archery — individual drills used in sport training
III. SOCIAL ENVIRONMENT The individual in relation to his social environment: — The individual, through contact with others, seeks to relate to them by adapting and utilizing his capacity for action in space, and manipulation of objects.	Awareness, adaptation, and control of the body in locomotor movement, object manipulation, and the development of communication potential.	5. Cooperation	— Collaboration with others and adaptation to the actions of others — Synchronization of locomotor movements and object manipulations with those of one or more partners	Cooperation activities — sparring exercises — gymnastics in pairs or groups — creative movement — relays — training drills with partners using objects — modern gymnastics
		6. Opposition	— Counteracting an opponent's action — Outmanoeuvering an opponent	Opposition activities Combat sports — wrestling — judo
		7. Cooperation and opposition	— Individual and team offensive and defensive tactics involving cooperation and opposition — Gaining possession of an object and progressing with it — Using open spaces — Throwing to achieve a successful pass (recovery) — Defending territory (goal)	Racquet sports (singles) — badminton — tennis Cooperation and opposition activities Group games and team sports — dodgeball — hot potato — basketball — handball — lacrosse — football — soccer — volleyball — doubles badminton — doubles tennis
		8. Expression	— Aesthetic forms — Symbolic interpretation	Aesthetic movement activities — creative movement — dance — artistic gymnastics — diving Symbolic movement activities — mime — folk dancing — modern dancing — creative movement — jazz ballet

Figure 6. Description of the Secondary School P.E. learning content

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CYCLE	
1re	X
2e	

MOVEMENT CONTEXT: I- PERSONAL ENVIRONMENT
MOVEMENT PURPOSE: AWARENESS AND CONTROL OF THE BODY
THEME: 2. PHYSICAL EXERTION

GENERAL OBJECTIVE

TO EXERT THE CARDIORESPIRATORY AND MUSCULAR SYSTEMS IN DIFFERENT WAYS THROUGH PARTICIPATION IN PHYSICAL ACTIVITIES SUITED TO THE PUPIL'S CAPABILITIES.

SUBJECT OF STUDY: 1.2.1

TERMINAL OBJECTIVE

TO EXERT THE CARDIORESPIRATORY SYSTEM FOR VARYING LENGTHS OF TIME WHILE PARTICIPATING IN INTENSIVE PHYSICAL ACTIVITIES.

INTERMEDIATE OBJECTIVES

- To participate actively in physical activities which require stamina, while taking his limitations into consideration;
- To maintain a steady rhythm throughout an activity;
- To take his pulse after exertions of different intensity;
- To identify cardiorespiratory reactions during and after exertion (accelerated pulse, breathlessness, fatigue, recovery time);
- To run as far as possible for more than 6 minutes at a regulated pace;
- To regulate breathing rhythm while performing movements requiring varying intensities and lengths of effort;
- To decrease the time required to cover courses of different lengths;
- To cover the same distance several times in the same amount of time;
- Etc.

KEY CONCEPTS

- cardiorespiratory exertion
- intensity of effort
- length of effort
- pace of effort
- distance
- breathing rhythm
- pulse
- recovery time
- running rhythm
- fatigue

ACTIVITIES

All progressive movements used in strenuous physical activities:

- cross-country running
- swimming
- soccer
- cross-country skiing

SUBJECT OF STUDY: 1.2.2

TERMINAL OBJECTIVE

TO PERFORM SPECIFIC OR GENERAL EXERCISES TO IMPROVE MUSCULAR ENDURANCE INCREASING THE LENGTH OF HIS EFFORT IN COMPARISON TO HIS INITIAL OUTPUT.

INTERMEDIATE OBJECTIVES

- To perform exercises designed to condition, contract, relax, and stretch the different groups of muscles;
- To perform a number of exercises to stimulate the muscle groups most commonly used in the activities pursued;
- To meet the requirements for muscular exertion;
- To know how muscles react during and after exertion;
- To participate wholeheartedly in the exercises prescribed;
- To perform dynamic and static muscular contractions for the purpose of understanding the concepts of endurance and resistance;
- To flex and extend different muscle groups used in the activities offered in the program and demonstrate an adequate range;
- To tense and relax the muscles to varying degrees as required for the different activities in the program;
- Etc.

KEY CONCEPTS

- muscle groups
- endurance
- force
- low or medium intensity
- muscle tone
- warm-up
- tension
- relaxation
- contraction

ACTIVITIES

Warm up exercises in preparation for physical activities.

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CYCLE	
1st	X
2nd	

MOVEMENT CONTEXT: II- PHYSICAL ENVIRONMENT
MOVEMENT PURPOSE: ADAPTATION AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT AND IN OBJECT MANIPULATION
THEME: 4. OBJECT MANIPULATION

GENERAL OBJECTIVE

TO MASTER DIFFERENT FORMS OF OBJECT MANIPULATION USED IN ACTIVITIES PRACTICED IN A VARIETY OF PHYSICAL ENVIRONMENTS.

SUBJECT OF STUDY: 1.4.1

TERMINAL OBJECTIVE

TO TAKE THE MOST EFFECTIVE POSITION WHILE PERFORMING DIFFERENT TYPES OF DISTANCE THROWS.

INTERMEDIATE OBJECTIVE

- To execute throws, without wind-up, concentrating on the linear thrust of the body;
- To execute throws, without wind-up, concentrating on body rotation, use of the force of thrust and the relationship between the trajectory of the object and the throwing action;
- To execute throws, with reduced wind-up, over the shoulder, in the axis, and with firm support on the front leg;
- To be willing to learn a movement technique;
- To modify his movements to improve his performance;
- To use many kinds of force of thrust (grip and positioning of the object, position of supports, lowering and raising the body);
- To succeed in improving his performance;
- to throw different objects as far as possible, following the rules and known techniques (modified if necessary);
- Etc.

KEY CONCEPTS

- shape, weight, and grip of an object
- throwing area
- types of throws: overhead, underhand, from the chest, etc.
- wind-up
- speed and angle of projection
- stable position at moment of thrust
- body weight transfer
- estimation of force
- whole body thrust
- initial stance; back, front, and profile

ACTIVITIES

- throwing in track and field
- throwing balls
- throwing heavy objects

SUBJECT OF STUDY: 1.4.2

TERMINAL OBJECTIVE

TO COMBINE TWO KINDS OF RECOGNIZED OBJECT MANIPULATIONS (HANDLING, PROJECTING, RECEIVING).

INTERMEDIATE OBJECTIVES

- To name correctly the equipment, the surfaces and the specific movements used in the different activities performed;
- To catch with control, while stationary or moving, an object projecting at varying speeds and from varying distances;
- To dribble an object in a steady rhythm, with or without a tool, varying the speed and direction of his movements and stops;
- To reach a fixed or moving target in different ways from a stationary position or while moving;
- To explain the relationship between time, space, and an object;
- To be willing to improve a movement technique;
- To adjust his positions and movements according to the trajectory followed by an object and the point where it should be hit;
- To receive an object and project it accurately towards a fixed target, with or without the use of a tool;
- To carry out a combination of dribbles and projections in a variety of directions;
- To perform a series of receptions, dribbles and projections in a given playing area;
- To test his handling, projecting, and receiving abilities;
- Etc.

KEY CONCEPTS

- spatial — temporal perception
- properties of an object
- reception surfaces
- trajectory
- alternate use of upper and lower body parts
- distance
- target
- coordination of two or more actions
- rhythm of performance
- orientation

ACTIVITIES

Individual training drills for skills used frequently in sports:

- basketball
- volleyball
- handball
- soccer
- lacrosse
- broomball
- hockey

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CYCLE	
1re	X
2e	

MOVEMENT CONTEXT: III- SOCIAL ENVIRONMENT

MOVEMENT PURPOSE: AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT, OBJECT MANIPULATION, AND THE DEVELOPMENT OF COMMUNICATION POTENTIAL.

THEME: 7. COOPERATION AND OPPOSITION

GENERAL OBJECTIVE

TO COOPERATE WITH PARTNERS AND TO PLAY IN OFFENSIVE AND DEFENSIVE POSITIONS AGAINST OPPONENTS USING A VARIETY OF INDIVIDUAL AND TEAM TACTICS.

SUBJECT OF STUDY: 1.7.1

TERMINAL OBJECTIVE

TO USE DIFFERENT OFFENSIVE MOVES, AS A CARRIER OR NON-CARRIER, TO FACILITATE THE PROGRESS OF AN OBJECT (POSSESSION, PASS, THROW) AND SUSTAIN THE ATTACK (USE OF OPEN SPACES, RECOVERY).

INTERMEDIATE OBJECTIVES

- To get free of an opponent by making use of the whole playing area and by seeking out open spaces;
- To move the object by performing with competence, a throw, pass, dribble, and reception of an object in the presence of opponents and partners;
- To identify some offensive moves;
- To state some of the objectives of offence;
- To free himself of a covering opponent by changing the speed and direction of his movements;
- To recover the object after the throw;
- To be ready to pass, elude the defence, and throw as soon as he receives the object;
- To receive and give signals by means of gestures;
- To move about to avoid being lined up with a defensive player in the line of the pass;
- To move about near the carrier to put off the opponents;
- To identify several steps in the execution of an offensive move;
- To play alternately the role of carrier and non-carrier;
- To pass the ball (pass and go, pass and follow) so as to make the opponent move and to create an opening to the goal;
- To recognize the game situations in which his team is on offence;
- Etc.

KEY CONCEPTS

- cooperation when on offence
- individual and team action
- attack on the opponent's goal
- progression and control of the object
- getting free
- support for the carrier
- making use of the whole playing area
- relationship between carrier and partner
- relationship between non-carrier and covering opponent

ACTIVITIES

Activities in which the play is oriented to a goal:
- basketball
- handball
- soccer
- hockey
- lacrosse

Group games:
- ten pass game
- hot potato
- dodgeball

SUBJECT OF STUDY: 1.7.2

TERMINAL OBJECTIVE

TO CARRY OUT DEFENSIVE MOVES TO DEFEND HIS TERRITORY AND INTERCEPT AN OBJECT BY COMBINING HIS EFFORTS WITH THOSE OF HIS PARTNERS.

INTERMEDIATE OBJECTIVES

- To explain in his own words some of the objectives of defence;
- To vary the speed and direction of his positions and movements in relation to the progress of the object;
- To move around, keeping a watch on a non-carrier opponent as well as on the progress of the object;
- To participate actively in the team's defensive moves;
- To observe established rules in countering his opponent;
- To press a stationary carrier;
- To try to lead an attacker away from the defensive zone;
- To try, on his own, to neutralize an attacker by keeping him away from a designated zone;
- To recognize the game situations when his team is on defence;
- To identify several steps in the execution of a defensive action;
- To stay with the team from the beginning of the game to the end;
- To change quickly from the role of attacker to defender to create a defensive formation;
- To help a partner who is in trouble;
- Etc.

KEY CONCEPTS

- cooperation in guarding a goal
- territory, zone
- covering
- countering an opponent
- continuous mutual aid
- changing positions during play
- interception
- taking a position, moving ahead
- relationship between two opponents

ACTIVITIES

Activities in which the play is oriented toward a goal:
- basketball
- handball
- soccer
- hockey
- lacrosse

Group games:
- ten pass game
- hot potato
- dodgeball

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As far as the elaboration into intermediary learning goals and terminal objectives is concerned, it is noticeable that there is no careful, systematic discussion of cognitive-reflexive learning with a view to the ability to participate in movement situations now and/or later in a critical-constructive manner. Here, we see the consequence of the fact which I pointed out earlier: nowhere in the curriculum do we find explicit discussion of movement and sport culture as a domain which is governed by people and which is, therefore, essentially changeable. The consequence is that, for example, there are no goals concerning the judgement and possibly the changing of rules, nor are there any goals concerning the adoption of a responsible (consumer) position with respect to the range of movement-cultural activities offered. Thus, in contrast to the foundations laid, the elaboration of the programme points predominantly towards a combination of the personalist and conformist concept of the subject.

Finally, I would like to make just a few observations about part 3 which devotes its attention to questions concerning the evaluation of teaching. In this part, the teacher-user is given a number of suggestions for evaluation methods (after his responsibility in the matter has been clearly pointed out to him). These suggestions constitute instruments which could be useful, such as a checklist, an observation list, and a pupil achievement report model. There is no elaboration of defined terminal objectives in terms of a centrally prescribed set of test instruments.

The discussion of the Québec physical education curriculum for secondary education (cycle 1) can, in conclusion, be summarised as follows:

- a noticeably great deal of careful attention is devoted to the justification of the basic ideas behind the subject concept; the subject concept chosen in the part containing the foundational ideas predominantly shows characteristics of both the personalist concept of movement education and the critical-constructive concept of movement socialisation; physical education is defined clearly as an teaching-based learning activity aimed at personally and socially relevant competencies;
- the document argues for a relatively open, pupil-oriented teaching method;
- the elaboration of the contents into topics, key concepts, learning goals and activities is (in contrast to what is suggested in the foundational ideas) oriented predominantly towards a physical substance body concept; also, no heed is paid to (the consequences of) the notion that physical education should enable pupils to participate critically in a changeable movement culture; in particular, the contents elaboration shows traits of a personalist and conformist subject concept.

3.9. The Netherlands

The Netherlands occupy a rather strange position in the scope of this comparative study. Whereas I have been able to examine fairly recent curricula for sport/physical education/movement education from all the other countries I have looked at, I am not able to do this for the Netherlands. In our country, we still have no detailed curriculum for physical education as part of the core curriculum for secondary education. In recent years, however, the first steps have been taken towards developing a curriculum, and it is expected that discussion and development work will be intensified over the months and years to come. This expectation was the immediate reason why this current study has been undertaken. The commissioners and author of the study hope that developments in the Netherlands will also be against the background of the curriculum documents of other countries as described and assessed here. We can speed up the arrival of this state of affairs by outlining the current situation in the Netherlands in the light of the same framework used for describing and appraising the documents of the other countries. Starting from this consideration, I shall attempt to discuss the subject-conceptual character of some factors which are currently under debate. I shall examine the following factors in turn:

a. current practice in schools and in teacher education;
b. the WRR working paper concerning the subject of physical education in the core curriculum;
c. the report made by the Ministerial Commission for Sport and Physical Education (1986);
d. the SLO publication "Bewegingsonderwijs op maat" ("Movement education made-to-measure") (Faber, 1989), and
e. the advice on provisional terminal objectives for physical education in the core curriculum of secondary education (1989).

Before starting any discussion, I would like to state that any comparison of the texts and publications mentioned would have a somewhat forced nature; after all, they were established in greatly differing contexts and as a result of greatly differing intentions.

a. Current practice in schools and in teacher education

We cannot fall back on reliable data for a description and appraisal of the subject-conceptual "colour" of physical education practice in the Netherlands, as no survey has been carried out to this end. Although we can to some extent rely on the results of a survey in which first-year pupils at W.O. (university) and H.B.O. (vocational)-level schools were asked to specify which of the three outlines given most closely resembled their own experiences of physical education in secondary education (cf. Crum, 1985, 1987), the following profile is based mainly on personal knowledge, experience and estimation.

For a long time, physical education in the Netherlands has been strongly influenced by both Swedish and German/Austrian thinking on school gymnastics. The Swedish concept formed the cradle for the biological line of thought; the German/Austrian concept was responsible for the bildungstheoretical concept. After the Second World War, we developed our own re-orientation which was tinged with philosophic, anthropological thought. This led indeed to the repression of the existing domination in teacher education and school practice of the biological line of thought; yet, at the same time, thinking in terms of the bildungstheoretical concept of physical education was reinforced. The curricula developed in the 1950's and 1960's (the "Physical education basic curriculum" and the physical education part of the "Curriculum for Dutch schools for V.W.O./H.A.V.O./M.A.V.O-levels" (Pre-university Education/Higher General Secondary Education/Lower General Secondary Education)) still contain elements of the biological concept, as well as obvious bildungstheoretical main lines of thought. In general, teaching at ALO's (PE teacher education institutes) in the 1950's and 1960's was coloured by the same conceptual approach to the subject. An exception must be made for the CALO (Christian Academy for PE), which as marked at that time by a personalist concept of movement education.

In the last 15 years, there has been a significant shift in thinking and writing about and practical behaviour in movement education. The biological and bildungstheoretical approaches have gradually given way to a view in which the teaching-and-learning character of the subject is emphasised. Apart from the "frappez toujours" approach from the CALO direction, the increasing orientation towards preparation for after-school participation in sport has also been the cause. (For a more detailed description of these shifts in approach, refer to Crum & Donkers 1989, pp. 7-32).

Nevertheless, it is an obvious assumption to make that trends in teacher education and the curriculum of that time still permeate the nature of physical education practice in schools after 25 years. The survey data mentioned above would appear to support this assumption. At an estimate, we can deduce from this that in 40-50% of the cases physical education lessons in secondary education are a predominantly noncommittal activity speculating on functional education effects, while in 10-15% of the cases a physical exercise practice dominates which has been inspired by the biological concept. On the other hand, some 40-50% of physical education lessons

appear largely to be aimed at teaching and learning. However, it is unclear to what extent this practice, characterised as it is by teaching and learning, is oriented towards the personalist concept of movement education, or the conformist or critical-constructive concept of sport/movement socialisation. In this respect, one may assume that of the three the conformist concept has the most influence in practice.

b. The WRR Working Paper on Physical Education

The Dutch Science Council for Government Policy (Wetenschappelijke Raad voor het Regeringsbeleid [WRR]) approached experts with a series of questions for every school subject prior to presenting the government with its proposals for the core curriculum in secondary education. For its questions on physical education, the council approached Westerhof and Loopstra for initial advice. Although they were personally responsible for doing the work, it is no surprise they were invited as they are both members of the Central Council of the Royal Dutch Association for Teachers of Physical Education (KVLO). Westerhof and Loopstra's initial advice was published by the WRR in 1985 as working paper WB 12.
The initial advice was concerned primarily with providing answers to a number of concrete questions presented by the WRR, and less with a balanced explanation of the concept of the subject. This does not detract from the fact that at certain points the initial advice adopts a position vis-à-vis the subject concept, albeit implicitly. First of all, we can say that the advice adopts a position when it says that "encouraging the possibility for participation in movement situations may be seen as the most important task of physical education" (Westerhof & Loopstra, 1985, 13). There are echoes here of the conformist and/or critical-constructive concept of sport/movement socialisation. The discussion following immediately after the above quotation (which only pays attention to the practice of sport within the realm of organised sport) provokes the suggestion that a conformist interpretation is the mainstay here. However, this impression is corrected by section 2.4, which examines the possible significance of the school for participation in movement culture in later life, and by suggestions for terminal objectives given at the end of the report. It then becomes clear that we are dealing with an approach that is more in line with the critical-constructive concept of movement socialisation.
The discussion given to the contribution made by physical education to health is more difficult to interpret. The argument in favour of daily physical education in particular and references to experiments in other countries aimed at the direct improvement of physical fitness imply a somewhat covert flirtation with the biological concept. In any case, the author of the final WRR report interpreted the proposals in this way, as can be seen when he writes: "Yet even in a school subject such as physical education, which has been a fixed part of the school curriculum for as long as we can remember, social changes can be seen that make the subject a vital component more now than at any time before. Technological advances have led to a reduction in physical activity, and the Council concludes that education must compensate for this" (WRR, 1986, 98).

c. Report by the Ministerial Commission for Sport and Physical Education

In 1986, the final report the Dutch Ministerial Commission for Sport and Physical Education (author: Crum) appeared. Set up by the government Ministries for Education and Science, and Welfare, Health and Culture, this commission had the task of advising the government on the relationships between movement education in school, the practice of sport, and health, and on an integrated policy for this area. Although the commission's brief did not necessarily go as far as elaborating a conceptual framework for the subject, it was the commission's opinion that it could only address the task set by the government in a realistic and useful way (i.e. evolving into a list of crucial points in (policy) practice and recommendations for

change and new policy) by taking as its starting point an appraisal of developments in movement culture and the resulting consequences for movement education in school. This resulted, then, in a fairly detailed framework of the subject-concept. The report not only clearly rejects the biological and bildungstheoretical concepts (it does this by explaining why physical education should be an activity characterised by intentional teaching and learning), but the conformist concept of sport socialisation too. In a line of argument running from the importance of participating in movement *culture for the quality of life, through the subjective movement competencies* necessary for this participation, to the learning results which can be achieved through movement education, the contours of the critical-constructive concept of movement socialisation are made visible in a consistent manner throughout.
The explanation mentioned above concludes as follows: "Now that we have made these observations, we can summarise in a number of points the results that movement lessons in schools ought to be aiming at. Starting from the "Gegenwartsbedeutung" (relevance for the present life of pupils) approach, lessons in movement and school sport should contribute to:

- the enrichment of school life by providing opportunities for experiencing joy and relaxation and for physical experiences which constitute an important compensation for the school day, which all too often has a repressive effect on physical aspects.

From the "Gegenwarts-" as well as the "Zukunftsbedeutung" (relevance for the future life of pupils) approach, lessons in movement and school sport should contribute to:

- pupils' competence to solve problems in sport which have a technical and tactical nature (to avoid any misunderstanding, I would like to point out here that the report uses the word "sport" in the broad sense of "movement culture" - BJC);
- pupils' competence to cope with the intrapersonal and interpersonal sensitivities and problems intrinsic in close-contact movement and sport situations;
- the increase of knowledge and insight needed to be able to solve technical, tactical, and social problems in sport, in changing contexts;
- the creation of a positive, affective bond with physical exercise and sport" (Commission for Sport and Physical Education, 1986, 31).

Although the report gives a number of feasible starting points for the organisation of movement education, there are -given the original task of the commission- no clear indications with regard to the concrete contents of the teaching of physical education.

d. Movement education made-to-measure (Bewegingsonderwijs op maat)

Since the beginning of the 1980's, work has been going on within the SLO (Dutch Institute for Curriculum Development) on developing contents for movement education in the Dutch "Middenschool" (middle school) or in the first phase of secondary education. One of the results of the work undertaken was the recent publication "Movement education made-to-measure" (Bewegingsonderwijs op maat), edited by SLO-member Faber (1989). This was a document produced within the context of the SLO project "Movement education 12-16". We can also consider this book to be an important contribution to the discussion on subject contents.
This book unmistakably argues along the lines of the critical-constructive concept of movement socialisation. Movement education is defined as education which aims at creating a "multiple competence" to participate in a movement culture that is both changing and changeable according to time and place. The subject should not just deal with the transfer of (movement) culture, but also with (movement) culture innovation. In doing so, the importance of pupil-oriented and problem-oriented teaching is given predominance. One of the positions adopted in "Movement education made-to-measure" is that there is a blatant lack of criteria and instruments in the subject for the making of responsible, purposeful choices with regard to the

didactical thematization of movement (including sport). As a result of this lack, teachers of movement do not let themselves be influenced in their choices by content considerations, but by "chance, trend, and tradition". Another basic idea is that the current division of subject matter can no longer be considered appropriate, given the choice for the objective "learning to participate in movement situations". That is why it is suggested that a catalogue of contents be developed by making movement situations the theme of teaching from three different approaches, as follows:

1. the techno-motor nature of movement activities in themselves;
2. the motives for movement, the movement environment, and movement interactions;
3. the movement context.

Although this proposal is not exactly a paragon of internal consistency and it wrestles with the problem of the "categorical mistake", the views presented do form a challenging contribution to the debate - all the more so, as the book closes with a number of sketches from practice which attempt to illustrate the consequences of the chosen subject concept at a practical level.

e. Terminal objective advice

Similarly, in 1989, a committee led by Westerhof published "Proposals for provisional terminal objectives for the core curriculum in secondary education - Physical education". These proposals should be considered as an important step towards a nationally-accepted elaboration of the contents for a movement education curriculum in the first phase of secondary education.
Limited time was available when the report was written, and as a result, it is somewhat limited in its scope. Time was, quite naturally, a prerequisite for a more extensive discussion of a subject-conceptual position. Nevertheless, it does succeed in adopting a position, and a very clear one at that.
The following consideration forms the starting point. "A central objective of a core curriculum is that all pupils should acquire the knowledge and abilities which are essential if they are to function properly in society, and an introduction to those aspects of our cultural heritage with which everybody ought to come into contact. For physical education, this means that pupils are prepared for participation in movement culture, and also that pupils find their own way in this movement culture and are able to adopt their own opinions" (Terminal objective proposals, 1989, 9). This immediately indicates that the report embraces the critical-constructive concept. We can see that this is a valid judgement when the report begins to discuss the objectives in detail. The general goal of physical education is formulated as follows: "Physical education in the core curriculum in secondary education is aimed at helping pupils to develop competetencies, which enable them to participate in movement situations as follows:

- by developing their abilities to move within the movement activities that form part of our movement culture;
- by getting to know themselves and others, and to accept themselves and others as people engaged in movement;
- by gaining an insight into and by becoming aware of the instrumental and social significance of corporality and movement" (Terminal objective proposals, 1989, 13).

This formulation of goals shows that the encouragement of learning of and about movement, with a view to a individually appropriate and socially acceptable means of participating in movement culture, is seen as the core of the subject.
In the classification and formulation of concrete terminal objectives, it then becomes obvious that we are not dealing here with an outright adaptation to conventions and rules existing in movement culture, but that clearly a reflexive competency -possibly with a view to bringing about change- is desired. This draft has, without doubt, laid the foundation for a most ambitious programme.

In summarising and by way of conclusion, we can state the following about the current state of affairs in the Netherlands:

- at the moment, no prescribed curriculum is available; schools are free to choose their own way in practice; the influence of the bildungstheoretical concept is probably the greatest, followed by the conformist concept of sport socialisation;
- in recently published reports and proposals, we can see that, pretty much throughout, the critical-constructive concept of movement socialisation is embraced as the basis for the contents of movement education;
- in view of the conclusions reached in the preceding two points, we can paraphrase the statement made by the fraction leader of D'66 (a Dutch political party) in general comments about the first programme of the Lubbers/Kok cabinet as follows: the critical-constructive concept of movement socialisation has got its wings; all we need now are the hands and feet.

4. Summary in diagram form

So that the reader has a quick and easy overview of the nature of the subject concepts in the curriculum documents discussed, I would like to include once again the comparative grid given at the end of Section 2 - but this time containing my assessments.

		Biol. concept	Vorm.th. concept	Person. concept	Conform concept	Kr.const. concept
Baden-Wb.	f.l.	X	X	-	-	-
	e.c.	+	+/-	-	X	-
NRW	f.l.	+/-	-	-	-	X
	e.c.	+/-	-	-	X	-
Zweden	f.l.	+/-	-	+	-	X
	e.c.	+/-	-	+/-	+	+/-
Frankrijk	f.l.	X	X	+	-	-
	e.c.	+	+/-	-	+	-
Schotland	f.l.	-	-	+	+	+
	e.c.	-	-	-	X	+
Californië	f.l.	+	X	+	+/-	–
	e.c.	-	-	+	X	-
New York State	f.l.	-	X	+	-	-
	e.c.	-	+/-	+/-	X	-
Québec	f.l.	-	-	X	-	X
	e.c.	-	-	X	X	+/-
Nld. practice		+	X	+	X	+
WRR-WB 12		+	-	-	-	X
Cie S + LO		-	-	-	-	X
Bo op maat		-	-	-	-	X
Advies eindt.		–	–	–	–	X

Diagram 1. Overview of subject conceptual orientations

Key: fl : Fundamental level (starting points and goals)
ec : Elaboration of content
X : Dominant accent
+ : Influence present
+/- : Role played unclear
- : No real role played

Diagram 2 shows the time available for movement education in the first phase of secondary education (given in periods per week) as prescribed (or recommended) in the countries/states covered by this comparative study.

Country/State	B-WÜ.	NRW	Swed	Fr	Scotl	Calf	NYS	Qubc	NL
Periods/week	2.5	3	3	3	2(?)	4	2.5	2.5	3

Diagram 2. Overview of periods (per week) available for movement education in the first phase of movement education

I shall end this comparative study with three conclusions:

1. If we look at the time available for lessons in movement education, the Netherlands (measured in terms of the proposals made for the core curriculum) is no exception to what is general practice .
2. Considering that in the Netherlands the decision has been made on paper in favour of the critical-constructive concept as the most important avenue for the organisation of the subject, and in view of the basic decisions made in other countries and the detailed development work which has taken place in these respective countries, only the curriculum documents of NRW (concerning just the basic statements), Sweden, Scotland, and Québec contain interesting points of reference.
3. Should it become necessary in the future to develop movement education in the Netherlands into an examination subject, developments in France and Québec, and in Scotland in particular, will be of interest. Incidentally, it is worth while pointing out that development work is now also under way in England towards a standard examination.

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